

# Iowa College Student Aid Commission

Postsecondary Registration Administrator  
603 East 12th Street, FL 5th

Des Moines, IA 50319

(515) 725-3470

## Postsecondary Registration Iowa Code Chapter 261B

This is the application form for all schools that are required to register under Iowa Code Chapter 261B.

All items must be completed before the registration application or the exemption will be considered received for processing. If there is insufficient space on the form to provide all requested information, use additional pages as required, numbering to correspond to the item. Other documents or materials may be attached to the form in lieu of providing the information on the form. In such cases, the material or document should be referenced on the form and *clearly marked* for ease of identification.

**Submit one paper copy and one electronic pdf copy of the application.**

### GENERAL INFORMATION

#### **Q. Who must register?**

- A.** Registration is required for any school that maintains or conducts one or more courses of instruction, including courses of instruction by correspondence or other distance delivery offered in this state or which has a presence in this state and offers courses in other states or foreign countries and is not subject to an exception described in Iowa Code Chapter 261B.11.

"School" is defined as an entity which:

- a. Is, owns, or operates a nonprofit postsecondary educational institution.
- b. Provides a postsecondary instructional program or course leading to a degree.
- c. Uses in its name the term "college", "academy", "institute", or "university" or a similar term to imply that the person is primarily engaged in the education of students at the postsecondary level, and which charges for its services.

"Presence" means maintaining a physical, postal, telephone or internet address within Iowa. "Presence" does not mean, "located in Iowa".

#### **Q. What is required to register?**

- A.** To register, a school must first be accredited by an agency or organization approved or recognized by the United States Department of Education or a successor agency and be approved by all State of Iowa agencies with approval jurisdiction, and subsequently, except as provided in subsection 2, be approved for operation by the Iowa College Student Aid Commission.

An educational practitioner preparation program that is operated by a school that applies to register the program in accordance with this chapter must be accredited by an agency or organization approved or recognized by the United States Department of Education or a successor agency and in addition, be approved by the state board of education pursuant to section 256.7, subsection 3, and subsequently be approved for operation by the Iowa College Student Aid Commission.

#### **Q. When must registration and renewal occur?**

- A.** Registration must occur *prior* to the school commencing instruction which would bring the school under the registration requirement.
1. Registrations must be renewed every four years.
  2. Registrations must also be renewed upon any substantive change in program offerings, location or accreditation.

**Q. Must the school also file a bond under Iowa Code §714.17 et seq?**

- A.** The provisions of *Iowa Code* § 714.17 et seq. require the posting of proof of financial security, as defined by a list of organizations that are *not* required to provide proof of financial security. There is no automatic exemption between chapters 261B and 714.

Whether a school is subject to Iowa Code Chapter 714 depends upon the specific situation of the school. A school must review the provisions of Iowa Code Chapter 714 to determine how the law applies to the school's own situation.

**Q. If the school is incorporated under the laws of a jurisdiction other than Iowa, must the school also obtain a Certificate of Authority to do business in Iowa? Is registration under Chapter 261B required if a Certificate of Authority to do business in Iowa has been granted?**

- A.** *Iowa Code* §490.1501 requires a non-Iowa for-profit corporation to obtain a Certificate of Authority from the Secretary of State before business is transacted in Iowa. *Iowa Code* §504.1501 similarly requires non-Iowa nonprofit corporations to obtain a Certificate of Authority from the Secretary of State prior to conducting affairs in Iowa. Registration under *Iowa Code* Chapter 261B is not a substitute for obtaining a Certificate of Authority. An incorporated school must review the provisions of *Iowa Code* §490.1501 et seq. or §504.1501 et seq. in the context of the school's planned activities to determine whether a Certificate of Authority is required. The Secretary of State may be contacted at the following address.

Secretary of State  
State Capitol, Room 105, Des Moines, IA 50319  
(515) 281-8993  
FAX: (515) 242-5952  
Website: [www.sos.state.ia.us](http://www.sos.state.ia.us)

**Q. What is the fee for registration or renewal?**

- A.** The complete application fee structure is as follows:

Initial application	\$4,000
Renewal	\$4,000
Substantive Change or Amendment	\$1,000

The information you provide will be open to public inspection under Iowa Code Chapter 22.11

# Iowa College Student Aid Commission

Postsecondary Approval and Registration Administrator  
603 East 12th Street, FL 5th

Des Moines, IA 50319

(515) 725-3470

## Application for Approval and Registration of Postsecondary School Iowa Code Chapter 261B

*Pursuant to Iowa Code Chapter 261B, the undersigned school applies for registration to conduct or maintain one or more courses of instruction, including courses of instruction by correspondence, where the courses are offered in Iowa or the school has a presence in Iowa and desires to offer courses in other states or foreign countries. Submit a paper document and a complete duplicate in pdf format on a CD.*

Applications may be submitted electronically by contacting the Postsecondary Approval Administrator at the Iowa College Student Aid Commission.

Applications for an initial approval and registration must include a *non-refundable* check for \$4,000 payable to the State of Iowa.

Applications fees are to be sent to:  
Postsecondary Approval and Registration Administrator  
603 East 12th Street, FL 5th  
Des Moines, IA 50319

**All items must be completed** before the application will be considered as received by the Commission. Attach additional pages as needed to provide the requested information. Responses are required to have a minimum of a summary paragraph on this form. Responses that include only statements similar to "please see attached", will be considered incomplete. Other documents or materials may also be attached to support the application. Attachments must be tabbed and clearly marked on both the paper and pdf documents.

(Registrations must be renewed every four years or upon any substantive change in program offerings, location, or accreditation.)

Name of school and address of the principal office as defined in Iowa Code Section 490.140 or 510.141:  
[(261B.4(2))] and [(261B.4(1))]

### **Name of School:**

Viterbo University  
900 Viterbo Dr.  
La Crosse, WI 54601-8804  
(608) 796-3080

Viterbo University Iowa Center  
4949 Westown Parkway, Suite 195  
West Des Moines, IA 50266-6704  
(515) 224-4811

Type of corporation:

For-profit  
 Non-profit

**1- Address of this school in all in other states, and in foreign countries:**

Viterbo University, 900 Viterbo Dr. La Crosse, WI 54601-8804, 608-796-3080  
The main campus address serves all locations in Wisconsin, Iowa, and Minnesota.

**Address of all locations in Iowa where instruction is to be provided.**

**PLEASE SEE APPENDIX 1: IOWA LOCATIONS**

**2- Tuition charges, fees and other costs payable to the school by a student. [(261B.4(3))]**

For the tuition and fees for the 2011/2012 academic year please click below or view Appendices B.

<http://www.viterbo.edu/uploadedFiles/about/offices/busoff/1112%20TUITION%20SCHEDULE%20013111.pdf>

Students taking classes at the Iowa Center are informed in their confirmation letter that the instructor may charge a fee in the range of \$5 to \$50 for course materials.

**PLEASE SEE APPENDIX 2: STUDENT CHARGES, FEES AND COSTS**

**3- Refund policy of the school for the return of refundable portions of tuition, fees, or other charges [(261B.4(4))] if the refund policy is attached, please summarize the policy below.**

The Viterbo University Refund Policy can be found at: <http://www.viterbo.edu/refund.aspx>

**Effective August 1, 2005**

Any student wishing to withdraw from one or more classes must obtain written approval from the Viterbo University Registrar's Office. The date on which such written approval is granted by the Registrar determines the amount of tuition adjustment. All requests to withdraw must be in writing and must be made in the Viterbo University Registrar's Office. Any student who withdraws from any or all classes shall receive a tuition adjustment, and any such adjustment will be placed on the student's account according to the following schedule: (Note that the refund formula indicated below applies specifically to 16-week courses. This refund formula is modified proportionally based on length of course for non-16 week courses.)

- If student withdraws from classes before or during week 1, refund equals 100% of total tuition
- If student withdraws from classes during weeks 2–4, refund equals total tuition
- If student withdraws from classes during weeks 5–8, refund equals 25% of total tuition
- If student withdraws from classes during weeks 9–16, refund equals 0% of total tuition

**PLEASE SEE APPENDIX 3: REFUND POLICY**

Students do not pay a course materials fee unless they are physically present in class. If they drop, they do not pay the course materials fee.

**4- Degrees granted by the school [(261B.4(5))]**

Viterbo University offers the following graduate degrees:

<http://www.viterbo.edu/undergraduatedcatalog.aspx?id=54401>

- Master of Arts in Education
- Master of Arts in Servant Leadership
- Master of Business Administration
- Master of Science in Mental Health Counseling
- Master of Science in Nursing

**Offered in Iowa [(261B.4(11))]:**

- Master of Arts in Education
- Early Childhood Education Endorsement
- PK-12 Principal/Supervisor of Special Education Licensure
- Middle School Endorsement
- Reading Specialist Endorsement
- Reading Teacher Endorsement
- Talented and Gifted Endorsement

**Offered Outside of Iowa [(261B.4)]:**

Programs of Study 50 undergraduate majors, 27 minors, 5 graduate degrees, multiple certification programs

- School of Nursing, (32% of Undergraduate FTE)
- School of Letters and Sciences, (31% of Undergraduate FTE)
- School of Business, (15% of Undergraduate FTE)
- School of Fine Arts, (11% of Undergraduate FTE)
- School of Education, (6%–11% of Undergraduate FTE, provides another 5% of undergraduate FTE for secondary education majors.)
- Undeclared (3% of Undergraduate FTE)
- Non-Degree (2% of Undergraduate FTE)
- Center for Adult Learning (Serves another 525 degree completion students.)

**Name, business address and telephone number of the chief executive officer of the school: [(261B.4(7))]**

Name: Dr. Richard Artman, President, 900 Viterbo Dr., La Crosse, WI 54601-8804 (608) 796-3001

**5- Provide a copy or description of the means by which the school intends to comply with 261B.9 [(261B.4(8))]. Code section 261B.9 is as follows:**

**261B.9 DISCLOSURE TO STUDENTS.**

**Prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, a school shall provide written disclosure to students of the following information accompanied by a statement that the information is being provided in compliance with this section:**

1. **The name or title of the course.**
2. **A brief description of the subject matter of the course.**
3. **The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.**
4. **The refund policy of the school for the return of the refundable portion of tuition, fees, or other charges. If refunds are not to be paid, the information shall state that fact.**
5. **Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course or the fact of completion of the course is applicable toward a degree granted by the school and, if so, under what circumstances the application will be made.**
6. **The name of the accrediting agency recognized by the United States Department of Education or its successor agency which has accredited the school.**

Response:

Viterbo University information related to 261B.9 DISCLOSURE TO STUDENTS is found in both the graduate catalogue (<http://www.viterbo.edu/graduatecatalog.aspx?id=49773>) and electronically on our website.

The course title, a brief description, and tuition charge are presented for each area in Iowa on our website. For example at: <http://www.viterbo.edu/mediowa.aspx?id=5444> and <http://www.viterbo.edu/mediowa.aspx?id=62449>

The tuition for all courses can be found at: <http://www.viterbo.edu/graduatecatalog.aspx?id=49776>

The refund policy is on the Viterbo University website:

<http://www.viterbo.edu/policies.aspx?id=644&LangType=1033&terms=refund%20policy>

How the completion of particular courses count toward certificates, licensures or degrees is articulated on the website at <http://www.viterbo.edu/graduatecatalog.aspx?id=54261> under the policies, transfer credit, requirements, and licensure/endorsement/certificate progress sections.

Viterbo University is accredited by the The Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; (800) 621-7440 [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org).

#### **PLEASE SEE APPENDIX 4: GRADUATE CATALOGUE**

#### **Name, address, and telephone number of a contact person in Iowa. [(261B.4(10))]**

Helene J. Grossman, 4949 Westown Parkway, Suite 195, West Des Moines, IA 50266-6704, (515) 224-4811

- 6- Name, address, and title of the other officers and members of the legal governing body of the school: [(261B.4(6))]**

#### **PLEASE SEE APPENDIX 5: VITERBO UNIVERSITY ADMINISTRATORS AND BOARD OF TRUSTEES MEMBERS**

#### **Owner**

#### **Names and addresses of persons owning more than 10% of the school: [(261B.4(6))]**

There are no owners of Viterbo University. Viterbo University is a private, independent, non-profit institution.

- 7- Name all agencies accrediting the institution. For each agency, include name, address, telephone number, and whether the agency is recognized by the U.S. Department of Education. [(261B.4(9))] Attach copies of accreditation certificates of status for each agency. If the Iowa location is not accredited, provide accrediting agency certification that the Iowa location will be granted accreditation upon approval by the College Student Aid Commission. Provide documentation that every location of applicant school is approved by the accrediting agency and in good standing, for all locations throughout the world.**

#### **Accrediting Agency 1:**

*The Higher Learning Commission*, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (800) 621-7440, [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)

**Is this agency recognized by the U.S. Department of Education?** [ X ] Yes [ ] No

#### **Accrediting Agency 2:**

*National Council for Accreditation of Teacher Education*, 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036, (202) 466-7496, <http://www.ncate.org/>

**Is this agency recognized by the U.S. Department of Education?** [ X ] Yes [ ] No

In addition, Viterbo University is nationally accredited by:

- *Association of Collegiate Business Schools and Programs*  
11520 West 119th Street, Overland Park, KS 66213, (913) 339-9356; [www.acbsp.org](http://www.acbsp.org)
- *Commission on Accreditation for Dietetics Education of the American Dietetic Association*  
120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-5400;  
<http://www.eatright.org/students/education/accreditedprograms.aspx>
- *Commission on Collegiate Nursing Education*  
One Dupont Circle NW, Suite 530, Washington, DC 20036, (202) 887-6791;  
[www.aacn.nche.edu/accreditation/](http://www.aacn.nche.edu/accreditation/)
- *Council on Social Work Education*  
1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, (703) 683-8080; [www.cswe.org/CSWE/](http://www.cswe.org/CSWE/)

- *National Association of Schools of Music*  
11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, (703) 437-0700; <http://nasm.arts-accredit.org>

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

The university is approved by the Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools and for the training of veterans, and graduate-level licensures in Principal (51), Early Childhood Education (70-777), Director of Instruction (10), Director of Special Education and Pupil Services (80), School Business Administrator (08), Reading Teacher (316), Reading Specialist (17)), and Cross-Categorical Special Education (801).

WI Index of Approved Licensure Programs: <http://dpi.wi.gov/tepd/indexed.html>

Viterbo University is approved by the Iowa State Board of Education for the K-12 Principal/Supervisor of Special Education licensure (189) and is recognized by the Iowa Board of Educational Examiners to offer the following endorsements: Early Childhood (106), Middle School (182), Reading Teacher (148, 149) and the Reading Specialist (176), and Talented and Gifted (107).

### **PLEASE SEE APPENDIX 6: AGENCIES ACCREDITATION LETTERS**

## **8- Describe the procedures followed by the school for permanent preservation of student records. [(261B.4(12))]**

Beginning in 2010, Viterbo University began an online application process facilitating the permanency of student records. After a student is accepted into a program, a paper file is transferred from the Iowa Center to the Registrar's Office in La Crosse, WI. Viterbo University utilizes the DataTel Management System for student tracking, recordkeeping and reporting. A student advising file is maintained in the Iowa Office in a locked file cabinet.

### Viterbo University Student Records Protection

Student academic records are maintained by the Registrar's Office and are stored in either digitized or electronic format as designated below. The Registrar's Office also retains paper documents for institutional use. These include, but are not limited to, admission application, high school record, other post-secondary records, declaration and/or change of major/minor, degree requirement waivers and/or substitutions, and demographic changes. These records are stored in fireproof filing cabinets and the retention of these documents is per the retention policy. Viterbo University Registrar's Office Records Retention Schedule:

<http://www.viterbo.edu/uploadedFiles/about/offices/busoff/Records%20Retention%20Policy.pdf>

### Transcripts (includes all academic history: completed courses, credits earned, grades, degrees awarded, and attendance periods).

- Approximately 1980 to present: maintained electronically via student information system
- Prior to 1980: paper transcripts have been digitized in a GIF format and accessed via a vendor generated database program. The paper records are still retained.

### Grade Rosters

- Fall 2005 to present: faculty enter grades via the on-line student information system. The records are maintained electronically.
- Summer 1997 to Spring 2005: grade rosters have been digitized in a GIF format and accessed via a vendor generated database program.
- Spring 1997 and earlier: grade rosters are maintained in fireproof filing cabinet.

### Grade Changes

- Paper grade change requests are retained in fireproof filing cabinets awaiting digitization to the GIF format and vendor generated database program.

A backup of the student information system is done nightly and stored in a building separate from the servers on which the system is run.

A backup of the server on which the digitized transcripts and grade rosters are located is done bi-weekly. A CD of all the images is also located off-campus.

Provision

Students may request a copy of their official transcript. Requests must be made in writing. Currently enrolled students have access to their academic records (grades, degree audit [degree requirements], unofficial transcript) via the student information system's on-line function called VitNet.

**8a- Provide the contact information to be used by students and graduates who seek to obtain transcript information.**

All transcript requests must be made in person or in writing to: Registrar's Office, 900 Viterbo Drive, La Crosse, Wisconsin 54601-8804

<http://www.viterbo.edu/registrar.aspx?id=850>

**9- List the states and approval or registration agencies for all states in which the school operates or maintains a presence.**

**State**

<b>Agency Name</b>	<b>Address</b>
<b>Contact Person</b>	<b>Telephone Number</b>

**Iowa:**

*Board of Educational Examiners*, Grimes State Office Building, 400 E. 14<sup>th</sup> Street, Des Moines, IA 50319-0146

Susan Fischer, (515) 281-3605, [susan.fischer@iowa.gov](mailto:susan.fischer@iowa.gov)

*Board of Educational Examiners*, Grimes State Office Building, 400 E. 14<sup>th</sup> Street, Des Moines, IA 50319-0146

Dr. Mary Lou Nosco, (515) 725-2146, [marylou.nosco@iowa.gov](mailto:marylou.nosco@iowa.gov)

**Minnesota:**

*Minnesota Office of Higher Education*, 1450 Energy Park Drive, Suite 350, St Paul, MN, 55108-5227  
George R. Roedler, Jr., (651) 642-0567, [george.roedler@state.mn.us](mailto:george.roedler@state.mn.us)

**Wisconsin:**

*Wisconsin Department of Public Instruction*, 125 S. Webster Street, PO Box 7841, Madison, WI 53707-7841

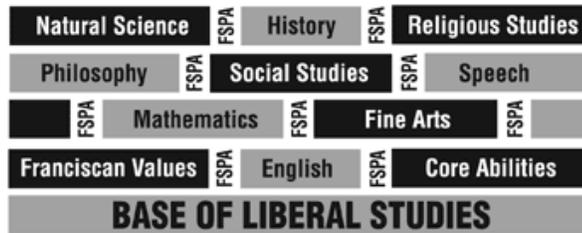
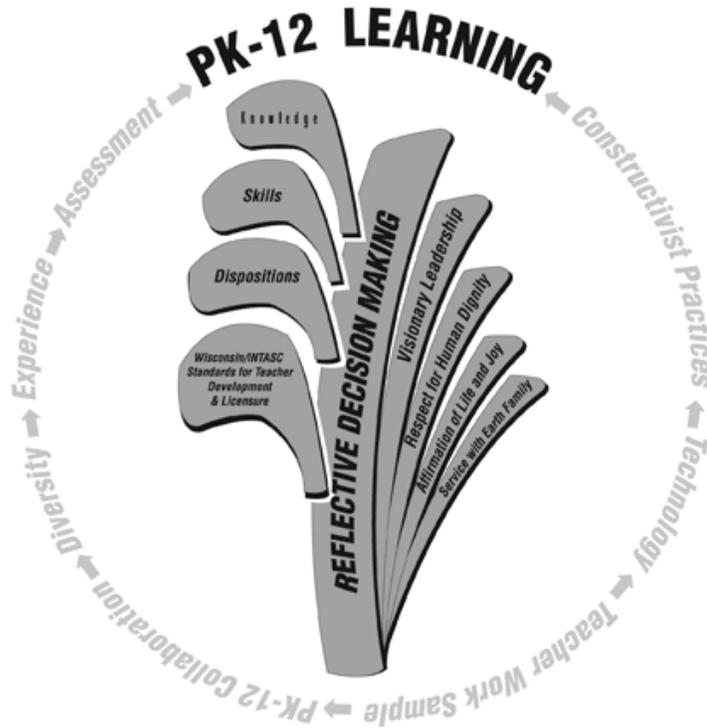
Beverly Cann, (608) 267-9263, [beverly.cann@dpi.wi.gov](mailto:beverly.cann@dpi.wi.gov)

**PLEASE SEE APPENDIX 7: DOCUMENTATION OF STATE CERTIFICATES**

**10- Describe the academic and instructional methodologies and delivery systems to be used by the school and the extent to which the school anticipates each methodology and delivery system will be used, including, but not limited to, classroom instruction, correspondence, internet, electronic telecommunications, independent study, and portfolio experience evaluation. [(261B.4(13))]**

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

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



The table below shows the distribution of instructional formats based on the 2012 Spring/Summer Catalog:

<b>Courses Offered and Percentages of Total</b>		
Face-to-Face	107	78%
Online	28	21%
Blended	3	<1%
<b>TOTAL</b>	<b>138</b>	

- 11- Provide the name of every other State of Iowa agency required to approve the applicant school in Iowa, the school's contact person at the agency and the current status of that approval. Attach documentation in the form of a letter or certificate for each agency.**

<b>Agency Name</b>	<b>Contact Person</b>	<b>Telephone Number</b>	<b>Approval Status</b>
Iowa Dept. of Education	Kevin Fangman	(515) 281-5294	Approved
Iowa Dept. of Education	Dr. Kristin Crabtree-Groff	(515) 725-0101	Approved (Viterbo's Educational Leadership Program, Approval Visit scheduled for 2013.)
Iowa Board of Educational Examiners	Dr. Mary Lou Nosco	(515) 725-2146	Educational Leadership Program, Approved

The Iowa Department of Education on November 19, 2007 granted a full five-year program and the Iowa Board of Educational Examiners approved an initial administrator PK–12 Principal/Supervisor of Special Education License. In addition, the Secretary of State issued a Certificate of Authority to Viterbo University that is valid to July 14, 2012. One hundred sixteen PK–12 Principal/Supervisor of Special Education licenses have been issued since 2008.

Each endorsement offered by Viterbo University in Iowa including K-8 Reading, 5–12 Reading, K–12 Reading Specialist, 5–8 Middle School, PK–Grade 3 Early Childhood, and K–12 Talented and Gifted, is acknowledged by the Iowa Board of Educational Examiners (BOEE). Recognition of endorsement programs is ongoing.

Historically, Viterbo University endorsement programs have been successful in offering students the required curriculum enabling students to earn Iowa add-on endorsements. Since 2008, the following numbers of endorsements have been awarded as a result of the Viterbo University certification officer's recommendation:

K–8 Reading: 74  
 5–12 Reading: 20  
 K–12 Reading Specialist: 40  
 5-8 Middle School Endorsements: 175

The following two endorsements have been added to the Viterbo University program offerings in Iowa since 2008:

PK-Grade 3 Early Childhood (Endorsement 106): 18  
 K-12 Talented and Gifted (Endorsement 107): 4

**PLEASE SEE APPENDIX 8: CERTIFICATION FROM AGENCIES**

**Is the school subject to a limitation, suspension or termination (LST) order issued by the U.S. Department of Education?**

Yes  No

If yes, explain below.

**Provide the name and contact information for a U. S. Department of Education official who can verify the LST statement.**

Because Viterbo University is not subject to a limitation, suspension or termination, this is not applicable.

**Do you:**

Enroll students in Iowa?  Yes  No  
 Employ Iowa faculty?  Yes  No

**Do you intend to:**

Enroll students in Iowa?  Yes  No  
 Employ Iowa faculty?  Yes  No

## 12- Describe current operations or plans to enroll students in Iowa or employ Iowa faculty.

Viterbo University offers coursework across the state of Iowa. Graduate courses in education lead to a Master of Arts in Education degree and/or add-on endorsements. The Iowa Center staff is actively engaged in state organizations which are influencing future trends in education. Data-driven decisions are made prior to the addition of new endorsements and courses. The following are also considered in these decisions: statewide educational initiatives, instructor expertise, legislative mandates, and national issues in education. Viterbo University will continue to offer courses that meet the needs of Iowa teachers and administrators.

Students apply online to be admitted to programs. To register for courses, students call a toll-free number. Each student is assigned an advisor who helps chart a student's progress in meeting degree and/or endorsement requirements so that students can fulfill those course requirements in a timely fashion.

### **PLEASE SEE APPENDIX 9: COURSE CATALOGUE AND ADVISING WORKSHEETS**

Qualified Iowa educators with advanced degrees serve as faculty for Viterbo University in Iowa. Viterbo University follows the Higher Learning Commission Minimum Standards regarding faculty credentials as stated below:

- Faculty teaching in higher education organizations should have completed a significant program of study in the discipline they will teach and/or for which they will develop curricula.
- Faculty members possess an academic degree one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.
- When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process.

At Viterbo, being professionally qualified requires a combination of academic and professional qualifications, augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities. Faculty who teach education courses hold or have held licensure in the areas in which they teach and must have three or more years' experience directly related to the teaching assignment.

*School of Education Criteria for Approval of Graduate Program in Education Adjunct Faculty:*

1. Minimum of a master's degree
2. Expertise in the topic area of the course to be taught.
3. Recognition as a professional educator.
4. Experience with teaching adults/knowledge of teaching.
5. Extensive experience and/or training appropriate to the course topic.
6. Ability to relate to and to communicate with classroom teachers.

For an example, please see the recent advertising below.

#### *Educational Research Director/Professor*

Full time, tenure-track, 10-month faculty position beginning August, 2011 in NCATE approved graduate education program offering courses in WI and IA. Earned doctorate in education preferred, A.B.D. or masters considered. Responsibilities include coordinating the M.A educational research component, inservicing instructors, and teaching ½ time. Travel and summer commitment required. Applicants should possess excellent written and verbal communication, organizational skills, and at least three years teaching experience. Salary commensurate with qualifications and experience. Send vita, copies of transcripts, and three letters of reference to Dr. Rhonda Rabbitt, Assistant Dean of the School of Education; Viterbo University, 900 Viterbo Drive; La Crosse, WI 54601. Screening begins on March 1 and continues until position is filled. AA/EOE

Please see the Viterbo online employment application: <https://www.viterbo.edu/employment.aspx>

**13- Name, address, and telephone number of full-time employees in Iowa.**

*Helene J. Grossman*, Iowa Administrator, Iowa Viterbo Center, 4949 Westown Parkway, Suite 195, West Des Moines, IA 50266-6704, (515) 224-0417

*Anne Kruse*, Iowa Program Specialist, Iowa Viterbo Center, 4949 Westown Parkway, Suite 195, West Des Moines, IA 50266-6704, (515) 224-5944

*Tracy Bainter*, Iowa Marketing and Recruitment Specialist, Iowa Viterbo Center, 4949 Westown Parkway, Suite 195, West Des Moines, IA 50266-6704, (515) 309-9123

*Kathy Westcott*, Administrative Assistant, Iowa Viterbo Center, 4949 Westown Parkway, Suite 195, West Des Moines, IA 50266-6704, (515) 224-4811

**14- Resumes for all instructors**

**PLEASE SEE APPENDIX 10: RESUMES AND APPROVAL LETTERS**

**Will your school comply with Iowa Code section 261B.7 limiting the use of references to the Secretary of State, State of Iowa, or College Student Aid Commission in promotional material (See the Iowa Code for details).**

Yes  No

Below are excerpts from the Viterbo University graduate catalog which demonstrates compliance with the Iowa Code 261B.7:

“The education program is recognized by the Iowa State Board of Educational Examiners, approved by the Iowa Department of Education, and Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools and for the training of veterans.”

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

“Viterbo University is recognized by the Iowa State Board of Education for the K-12 Principal licensure/Supervisor of Special Education (189) and is recognized by the Iowa Board of Educational Examiners to offer the following endorsements: Early Childhood (106), Middle School (182), Reading Teacher (148,149) and the Reading Specialist (176), and Talented and Gifted (107).”

“The Iowa Educational Leadership Program is recognized by the Iowa State Board of Education. The Iowa Board of Educational Examiners recognizes Viterbo’s other endorsement programs.”

**15- Will your school comply with the requirements of Iowa Code section 261.9(1) “e” to “g”? (See the Iowa Code for details.)**

Yes  No

Viterbo University complies with Iowa Code section 261.9(1) “e” which requires a policy clearly stating sanctions for violators who unlawfully possess, use, or distribute controlled substances. See <http://www.viterbo.edu/studentdevelopment.aspx?id=5180>

We also disseminate, during orientation, information regarding sexual abuse, harassment and/or assault in compliance with Iowa Code section 261.9(1) “f.” The policy is published on the web <http://www.viterbo.edu/violence.aspx?id=25460> and in the Student Handbook—<http://www.thezonelive.com/zone/public/6/handbook.asp>

Additionally, Viterbo University has adopted policy stated in the Graduate Catalogue to address military students or spouses who experience deployment during their educational experiences to aid in their course completion per Iowa Code section 261.9(1) “g” See <http://www.viterbo.edu/graduatecatalog.aspx?id=49779> under Military Deployment.

**PLEASE SEE APPENDIX 11: POLICIES**

**Does the school agree to file annual reports that the Commission requires from all Iowa colleges and universities?** [ X] Yes [ ] No

While Viterbo University is willing to file annual reports, the Iowa Commission, has not required them. Please see attached email from Tony Girard dated 12/15/11 located in Appendix K.

- 16- Attach a copy of the applicant school's most recent audit prepared by a certified public accounting firm no more than 12 months prior to the application and state below where, in the audit report, there is evidence that the auditor is providing an unqualified opinion.**

The first page of the WIPFLI LLP Independent Audit Report is a letter that illustrates that the auditor is providing an unqualified opinion. Please see the Viterbo University financial report located in attachment section 16.

**PLEASE SEE APPENDIX 12: VITERBO UNIVERSITY FINANCIAL REPORT**

- 17- Describe how students will be provided with access to learning resources, including appropriate library and other support services requisite for the schools' degree programs.**

Library Resources: The Todd Wehr Memorial Library provides a central place for study and research for both faculty and graduate students with full access to library resources. The library has a collection of over 97,000 volumes consisting of reference works, books for general circulation, and bound periodicals. The library subscribes to 500+ periodicals and newspapers with access to an additional 35,000 titles online, and two e-book collections that exceed 80,000 titles. In addition, the library provides a full set of services, including interlibrary loan, circulation, reference, print and electronic course reserves, and customized resource instruction. The library is open and available to assist faculty and graduate students 100 hours a week, with reference services available daily and on evenings and weekends even by email and telephone.

The physical and on-line resources available at the Viterbo University Library adequately support the curriculum for the School of Education. On-line resources include databases such as Education Research Complete, ERIC with full text, Academic Search Complete, Primary Search, Professional Development Collection, MASUltra: School Edition, and Middle Search Plus. Physical resources at the Viterbo Library are mailed to Iowa graduate students at no charge. Any resources not owned by the library are delivered through rapid ILL, regularly resulting in a 48-hour turnaround on electronic requests. In addition, the library staff has a physical presence in Iowa that is accomplished through visits to classes and participation at instructor meetings. This provides an opportunity for students and instructors to be informed about resources and how to access them efficiently.

The School of Education receives an annual allocation of funds to spend on library materials requested by faculty members and subsequently ordered by library staff. The Library education collections include 3,541 titles and the curriculum collection includes 2,785 items, while the periodicals collection includes 223 titles in education. Additional education resources are available through the library's subscriptions to e-books and electronic periodicals. Iowa students have the ability to access library materials when in class and from home.

Technology Resources: The University's Instructional and Information Technology (IIT) Department provides continued and consistent support for facilitating the incorporation of technology into the teaching and learning process, academic support services, and the delivery of administrative services. Two Title III grants and institutional budgetary commitment in recent years have allowed tremendous growth and expansion in information technology at Viterbo University. On and off-campus technology needs are provided by the University's IIT Department.

An Instructional Design Specialist is able to work either virtually or face-to-face with faculty on a one-to-one or group basis to provide faculty development for the instructional integration of technology. Colleagues share successful techniques for the curricular integration of technology and provide their expertise through in-service and mentoring of other faculty members.

The Viterbo Iowa Center faculty members, staff, and graduate students have complete access to the services described above. Each faculty member, staff, and graduate student is provided with a Viterbo email address for communication purposes with faculty at the Iowa Center and in Wisconsin. Faculty members, staff, and graduate students are also provided a special code to access library resources and databases.

Iowa students have access to 25 wireless laptop computers for use during class. Students are provided with information about how to access the library, bookstore, the Academic Resource Center for help with writing, and the Learning Commons for instructional support.

**18- Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) to be registered in Iowa.**

Full-time faculty representing appropriate disciplines are part of the Graduate Programs for Education (GPE) Committee, a part of the Viterbo University School of Education. Members of this committee are involved in developing and evaluating curriculum for each endorsement program offered in Iowa. GPE curriculum approval and oversight includes core courses for the Master of Arts degree, as well as courses leading to an endorsement. Minutes of these meetings can be found online at <http://www.viterbo.edu/library3.aspx?id=12190>

The process for approving endorsements includes reviewing state licensure rules, meeting with the Iowa staff, gathering input from adjunct instructors, and developing course syllabi to meet Viterbo University criteria reflecting its mission and vision statements. The process concludes with formal approval from the Graduate Programs in Education Committee, the Deans' Council, and the President's Cabinet.

The development of programs to meet both the State of Iowa licensure rules as well as the university requirements receives close scrutiny and oversight by the Graduate Programs in Education Committee prior to approval. If established curricular criteria do not meet requirements set by the GPE Committee, it is returned for further development and resubmission. This process continues until the course(s) and the endorsement program(s) are either approved or denied. At that point, the proposal, if approved, is forwarded to Deans' Council and the President's Cabinet respectively.

The development and review of each endorsement area is a collaborative effort by the Iowa staff, area content experts, adjunct instructors, and members of the Graduate Programs in Education Committee. The Iowa staff conducts annual reviews of each endorsement area with input from the instructors of each of the endorsement courses, course evaluations by students, and the GPE Committee members.

**PLEASE SEE APPENDIX 13: GRADUATE PROGRAMS FOR EDUCATION COMMITTEE MINUTES**

**19- Provide evidence that the school has adequate physical facilities appropriate for the program(s) to be offered and are located in the state. Include a copy of a signed agreement for a facility purchase or lease or option to purchase or lease. Please include a photograph of the location.**

The Iowa Center, located at 4949 Westown Parkway, Suite 195, in West Des Moines, has 5,184 square feet of space, which includes five classrooms, a reception area, the Iowa Administrator's office, an office for the Iowa Program Specialist and the Iowa Marketing and Recruitment Specialist, a file room, restrooms, a kitchen area, and storage areas. The classrooms are well lit, accommodate seating to support collaboration, provide appropriate seating for adult learners, and provide wireless Internet access. In addition to the classroom facilities, courses are also offered at local school district sites, Area Education Agencies, and community colleges with access to full computer labs. All classrooms are handicapped accessible.

The Iowa Center has appropriate equipment for instructional and office purposes. LCD projectors are located in each classroom, along with TV/VCR, DVD projection equipment, visual projectors and 25 wireless laptops.

**PLEASE SEE APPENDIX 14: IOWA CENTER LEASE AND PHOTOS**

- 20-** Include a statement, signed by the chief executive officer of the applicant school, on school letterhead, demonstrating the school's commitment to the delivery of programs located in Iowa, and agreeing to provide alternatives for students to complete programs at other institutions if the applicant school closes the program before students have completed their courses of study.

The Chief Executive Officer of Viterbo University, the President, is committed to Viterbo Programs in Iowa.

**PLEASE SEE APPENDIX 15: COMMITMENT LETTER**

- 21-** Provide an organizational plan that shows the location and physical address, telephone number, fax number and contact information for all internet-based and site-based educational locations, administrative, and service centers operated by the applicant and any parent organization.

In Iowa, Viterbo University has partnerships with several AEAs to assist in providing licensure renewal graduate credits for teachers taking courses developed, scheduled, marketed, and instructed by AEA staff or adjuncts. Viterbo University approves the courses, instructors, and locations submitted by each AEA. As listed in Section 1, the AEAs have numerous sites at which they schedule classes. In Wisconsin, the same protocol is followed for Cooperative Educational Service Agencies (CESAs).

**PLEASE SEE APPENDIX 16: COURSE LOCATIONS AND CONTACT INFORMATION.**

- 22-** Provide documentation showing the school's policy for the resolution of student and graduate comments and complaints. Provide complete contact information to which complainants may be referred.

Resolution to Student Concerns There may be times when there is a misunderstanding, disagreement or conflict between a student and a staff or faculty member. When this occurs, the student is encouraged to follow these steps:

1. Write out the concern to help clarify the matters involved.
2. Compile the appropriate documents (assignments, syllabi, etc.) to prepare for conversations.
3. Approach the person involved and tactfully discuss your concern(s) using the necessary documents (i.e. assignments, syllabi)
4. If the concern or conflict cannot be resolved by talking with the individual, follow these steps.
  - a. For concerns related to class or coursework, the student should:
    1. Write a note to the faculty member to address your concern.
    2. If the faculty member does not respond within a week, the student may approach the department head and/or dean.
    3. If the department head and/or dean does not respond within a week, the student may consider use of another step and approach the Vice President for Academic Affairs.
  - b. For concerns that are not related to class or coursework, the student should:
    1. Write a note to the student, staff, administrator or faculty member to address the concern.
    2. If the student, staff, administrator or faculty member does not respond within a week, the student may approach the individual's supervisor.
    3. If the individual's supervisor does not respond within a week, the student may consider use of another step and approach the Vice President for Student Development

Contacts:

Rhonda M. Rabbitt, Assistant Dean, Director of Graduate Programs in Education  
Murphy Center 419. Viterbo University, 900 Viterbo Drive, La Crosse, WI 54601-8804  
608-796-3384, [mrabbitt@viterbo.edu](mailto:mrabbitt@viterbo.edu)

Susan S. Batell, Dean, School of Education  
Murphy Center 401, Viterbo University, 900 Viterbo Drive, La Crosse, WI 54601-8804  
608-796-3382, [ssbatell@viterbo.edu](mailto:ssbatell@viterbo.edu)

Barbara Mae Gayle, Vice President for Academic Affairs and Dean of Graduate Studies  
Murphy Center 230, Viterbo University, 900 Viterbo Drive, La Crosse, WI 54601-8804  
608-796-3080, [bmgayle@viterbo.edu](mailto:bmgayle@viterbo.edu)

Diane Brimmer, Vice President for Student Development  
Student Development Building, Viterbo University, 900 Viterbo Drive, La Crosse, WI 54601-8804  
608-796-3801, [dlbrimmer@viterbo.edu](mailto:dlbrimmer@viterbo.edu)

Further articulation of the policies and procedures for student complaints can be found in our Student Handbook which is also available on the web at <http://www.thezonelive.com/zone/public/6/handbook.asp>.

#### Program Integrity Rule-Complaint Process

Beginning July 1, 2011, the Program Integrity Rule requires that each university authorized to offer postsecondary education in one or more States ensure access to a complaint process that will permit student consumers to address the following:

1. Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
2. Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
3. Complaints relating to the quality of education or other State or accreditation requirements.

Viterbo University's compliance to these regulations can be found on our website:  
<http://www.viterbo.edu/students.aspx?id=28530&terms=STUDENT%20COMPLAINTS>

#### Contacts:

- The Division of Trade and Consumer Protection of the Wisconsin Department of Agriculture, Trade and Consumer Protection  
[http://datcp.wi.gov/Consumer/Consumer\\_Complaints/index.aspx](http://datcp.wi.gov/Consumer/Consumer_Complaints/index.aspx)
- The Office of the Attorney General for the State of Wisconsin  
[http://www.doj.state.wi.us/dls/ConsProt/cp\\_complaints.asp](http://www.doj.state.wi.us/dls/ConsProt/cp_complaints.asp)
- The Higher Learning Commission ("HLC") of the North Central Association of Colleges and Schools: <http://www.ncahlc.org/information-for-the-public/complaints.html>
- Accounting Examining Board:  
[http://www.drl.state.wi.us/board\\_detail.asp?boardid=61&locid=0](http://www.drl.state.wi.us/board_detail.asp?boardid=61&locid=0)
- Board of Nursing:  
[http://www.drl.state.wi.us/board\\_detail.asp?boardid=42&locid=0](http://www.drl.state.wi.us/board_detail.asp?boardid=42&locid=0)
- Department of Public Instruction (teacher preparation programs)  
[licensing@dpi.wi.gov](mailto:licensing@dpi.wi.gov)
- Physical Therapists Affiliated Credentialing Board  
[http://www.drl.state.wi.us/board\\_detail.asp?boardid=47&locid=0](http://www.drl.state.wi.us/board_detail.asp?boardid=47&locid=0)
- Wisconsin Supreme Court (legal education)

### **PLEASE SEE APPENDIX 17: COMPLAINT POLICIES AND PROCEDURES**

- 23- Provide a copy of a current Certificate of Authority provided by the applicant's home state and the Iowa Secretary of State.**

Both Wisconsin and Iowa certificates/letters are in the appendices.

### **PLEASE SEE APPENDIX 18: CERTIFICATES OF AUTHORITY**

- 24- Provide the U.S. Department of Education cohort default rate for each associated organizational entity for which the U.S. Department of Education reports a cohort default rate.**

The most recent cohort default rate (FY 2009) is 3.3% of the whole student body. Separate statistics are not kept for Iowa students.

**24a- Provide the average debt upon graduation of individuals completing programs at each branch location and the entire organization,**

The average debt upon graduation for undergraduate students graduating in 2011 was \$26,081. Educational Leadership is the only program for which Viterbo University's Iowa students may apply for financial aid. The average debt figures are for all students in this program who have graduated, including those who did not take out loans. The average debt upon graduation for Iowa Educational Leadership students graduating in 2011 was \$8,862.

**24b- Provide the U.S. Department of Education cohort graduation rate for each branch location and the total organization, showing rates for graduates of diploma, two-year, and four-year, programs if those rates are reported to the U.S. Department of Education National Center for Education Statistics.**

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. Statistics are available in the Common Data Set for 2010/2011. <http://www.viterbo.edu/ira.aspx?id=54923>

Of the 310 full-time freshmen who entered first semester in 2004 and fall into this category, 49 percent of them completed their studies within a six-year period. This is the only figure reported to the U.S. Department of Education, National Center for Education Statistics. It does not include those graduate students completing their Master of Arts in Education.

**25- SIGNATURE**  
**Applicant School Chief Executive Officer**

Richard B. Artman  
Name

President  
Title

Richard B. Artman  
Signature

2/22/12  
Date

If any information in this application changes between the time of application Commission action, the school must inform the Commission by filing an Amended Application clearly indicating the information that is being amended. Amendments must be received before the Commission takes action.

## **Appendix 1**

### **Iowa Locations**

Viterbo University and AEA Courses

Viterbo University approves courses generated by the AEAs for licensure renewal.

Viterbo awards graduate credit for these approved courses, but the AEAs determine times, dates and locations within their regions.

Viterbo also approves the instructors for these courses, but they are paid by the AEAs.

<p><b>Des Moines Area</b></p> <ul style="list-style-type: none"><li>• Des Moines</li><li>• Grimes</li><li>• Huxley</li><li>• Urbandale</li><li>• West Des Moines</li></ul> <p><b>AEA 267</b></p> <ul style="list-style-type: none"><li>• Cedar Falls</li><li>• Clear Lake</li><li>• Marshalltown</li><li>• Any/All AEA 267 School Districts</li></ul> <p><b>Great Prairie AEA</b></p> <ul style="list-style-type: none"><li>• Burlington</li><li>• West Burlington</li><li>• Mt Pleasant</li><li>• Keokuk</li><li>• Donnellson</li><li>• Ft Madison</li><li>• Oskaloosa</li><li>• Ottumwa</li><li>• Any/All Great Prairie AEA School Districts</li></ul>	<p><b>Green Hills AEA</b></p> <ul style="list-style-type: none"><li>• Atlantic</li><li>• Avoca</li><li>• Clarke</li><li>• Corning</li><li>• Council Bluffs</li><li>• Creston</li><li>• Irwin-Kimbalton-Manning</li><li>• Logan</li><li>• Mt. Ayr</li><li>• Red Oak</li><li>• Stanton</li><li>• Any/All Green Hills AEA School Districts</li></ul> <p><b>Keystone AEA</b></p> <ul style="list-style-type: none"><li>• Dubuque</li><li>• Elkader</li><li>• Manchester</li><li>• Decorah</li><li>• Cresco</li><li>• Riceville</li><li>• Any/All Keystone AEA School Districts</li></ul>
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HLC-Approved Sites for Iowa									
City	Approved Sites Provider	Courses Currently Offered at:	Postal code address	City	Zip	Phone No.	Fax	Contact	E-mail
Burlington	Great Prairie AEA / Burlington	Great Prairie AEA / Burlington	3601 WEST AVE	Burlington	52601-9456	319-753-6561	319-753-1527	Anne Aney	Anne.aney@epaea.k12.ia.us
Cedar Falls	Cedar Falls AEA 267	Cedar Falls AEA 267	3712 CEDAR HEIGHTS DR	Cedar Falls	50613-6207	319-273-8200 or 1-800-542-	319-273-8229	Dyan Johnson	dyanjohnson@aea267.k12.ia.us
Cresco	Howard-Wimmesiek Community School District	Crestwood High School	1000 SCHROEDER DR	Cresco	52136-1730	563-547-2764	563-547-2764	Dianne Anderson	danderson@howard-wimn.k12.ia.us
Creston	Green Hills AEA	Green Hills AEA	1405 N LINCOLN ST	Creston	50801-1160	641-782-8443	712-527-5263	Michelle Lidgett	mlidgett@ghaea.org
Dyersville	Beckman High School	Beckman High School	1325 9TH ST SE	Dyersville	52040-2334	563 875-7188	563-875-7242	Pat Meade	pmeade@beckman.pvt.k12.ia.us
Fort Dodge	Fort Dodge Community School District	Fort Dodge Senior High School	819 N. 25th ST	Fort Dodge	50501-4780	515-955-1770			
Grimes	Dallas Center-Grimes Community School District	Dallas Center - Grimes High School	2555 W 1st STREET	Grimes	50111	515-986-9747	515-992-3079	Betsy Grove	bgrove@dc-grimes.k12.ia.us
Marshalltown	Marshalltown Community School District	Lenihan Intermediate School	212 W INGLEDEUE ST	Marshalltown	50158-3976	641-754-1160	641-754-1003	Nancy Klar	nklar@marshalltown.k12.ia.us
Mt. Pleasant	Mount Pleasant Community School District	Mount Pleasant Middle School	400 E MADISON ST	Mt. Pleasant	52641-2010	319-385-7730	319-385-7788	Cindy Smith	smithc@mt-pleasant.k12.ia.us
Newton	Newton Community School District	B.C. Berg Middle School	807 S 6TH AVE W	Newton	50208	641-792-7741	641-792-7779	Scott Bauer	bauers@newton.k12.ia.us
Oskaloosa	Oskaloosa Community School District	Oskaloosa High School	1816 N 3RD ST	Oskaloosa	52577	641-673-3407	641-672-2440	Stacy Bandy	bandys@oskalooa.k12.ia.us
Ottumwa	Great Prairie AEA / Ottumwa	Great Prairie AEA / Ottumwa	2814 N COURT ST	Ottumwa	52501-1163	800-622-0027	641-682-9083	Christy Stratton	Christy.stratton@graea.k12.ia.us
Postville	Postville Community School District	John R. Mott High School	341 W POST ST	Postville	52162	563-864-7652	563-864-7659	Brendan Knudson	bknudson@postville.k12.ia.us
Washington	Washington Community School District	Washington Community School District	404 W MAIN ST	Washington	52353-1727	319-653-6543	319-653-5685	Deb Vittetoe	dvittetoe@washington.k12.ia.us
West Des Moines	Viterbo University Iowa Center	Viterbo University Iowa Center	4949 WESTOWN PKWY STE 195	West Des Moines	50266-6704	515-224-4811 or 1-888-235-	515-224-4862	Kathy Westcott	kkwestcott@viterbo.edu
HLC-Approved Course Locations for Iowa									
Clear Lake	Clear Lake Community School District	Clear Lake High School	125 N 20TH ST	Clear Lake	50428-3617	641-357-5235	641-357-6218	Jay Mathis	jmathis@clearlakeschools.org
Huxley	Ballard Community School District	Ballard Senior High School	602 NORTH MAIN	Huxley	50124-0307	515-597-2971	515-597-2965	Kyra Wilcox-Conley	kwilcox-conley@ballard.k12.ia.us
Johnston	Johnston Community School District	Johnston Middle School	6207 NW 52ND AVE	Johnston	50131-4704	515-278-0476	515-278-5884	Kayla Badtram	kbadtram@johnston.k12.ia.us
Urbandale	Urbandale School District	Urbandale High School	7111 AURORA AVE	Urbandale	50322	515-457-6800	515-457-6949	Scott Krava	Scott.krava@j-hawks.com
Waterloo	Waterloo Community School District	Waterloo Community School District	1516 WASHINGTON ST	Waterloo	50702-1639	319-433-2099	319-433-1886	Penne Jackson	Jacksonp@waterloo.k12.ia.us
Waverly	Waverly-Shell Rock Community School District	Waverly-Shell Rock Middle School	501 HERITAGE WAY	Waverly	50677-2838	319-352-3632	319-352-5199	Angela Wessel	Wesselangela@yahoo.com

## **Appendix 2**

### **Student Charges, Fees, and Costs**

**Viterbo University**  
**2011–2012 ACADEMIC YEAR**

**TUITION/FEES-UNDERGRADUATE**

(per semester)

Tuition	
1 credit hour	\$ 625.00
2 credit hours	\$ 1,250.00
3 credit hours	\$ 1,875.00
4 credit hours	\$ 2,500.00
5 credit hours	\$ 3,125.00
6 credit hours	\$ 3,990.00
7 credit hours	\$ 4,790.00
8 credit hours	\$ 5,685.00
9 credit hours	\$ 6,820.00
10 credit hours	\$ 8,310.00
11 credit hours	\$ 9,680.00
Full-time (12–18 credits)	\$10,640.00
Each credit over 18	\$ 625.00/cr

**TUITION/FEES-ADULT LEARNING PROGRAMS**

Tuition-Adult Learning Bachelor Degree Programs ^	435.00/credit
Tuition-Associates of Arts/Science Degree	200.00/credit
Tuition-Dietetics Internship	420.00/credit
Tuition-Military-Ft. McCoy	310.00/credit
Portfolio Charge-BSN Completion	160.00/credit
^Portfolio Charge-Adult Learning Bachelor Degree Programs excluding BSN Completion program	110.00/credit
^Resource fee-Adult Learning Bachelor Degree Programs and Associates of Arts/Science Degree	8.00/credit
BSN Completion Exam Fee	155.00
OMGT materials fee	12.00/course
Application Fee	25.00
Miscellaneous Fees (lab fees, course fees, etc.) See Undergraduate Schedule	

^ Adult Learning Bachelor Degree Programs consist of:  
BSN Completion, OMGT, MGIT, BIL, Online, Integrated Studies,  
Addiction Studies, Accounting Completion, and Healthcare  
Management

**Fees and other charges (subject to change)**

Activity Fee (1–11 credits)	\$15.00/credit to a max of 45.00/semester
Activity Fee (full-time)	95.00/semester
Technology Fee (1–11 credits)	\$20.00/credit to a max of 120.00/semester
Technology Fee (full-time)	200.00/semester
Application Fee	25.00
Applied Music Fee	310.00/credit
Art Course Fees:	
ARTS 103	50.00
ARTS 105	25.00
ARTS 111	150.00
ARTS 112	150.00
ARTS 113	50.00
ARTS 115	125.00
ARTS 118	25.00
ARTS 121	150.00
ARTS 122	150.00
ARTS 203	125.00
ARTS 206	50.00
ARTS 207	150.00
ARTS 216	150.00
ARTS 218	25.00
ARTS 219	50.00
ARTS 220	25.00
ARTS 221	25.00
ARTS 228	125.00
ARTS 239	125.00
ARTS 286	125.00
ARTS 300	150.00
ARTS 302	25.00
ARTS 305	125.00
ARTS 308	150.00
ARTS 316	150.00
ARTS 317	150.00
ARTS 320	125.00
ARTS 321	25.00
ARTS 323	25.00
ARTS 328	125.00
ARTS 332	25.00
ARTS 334	25.00
ARTS 339	125.00
ARTS 400	25.00
ARTS 421	25.00
ARTS 486	125.00
ARED 300	50.00
ARED 360	50.00
ARED 361	50.00
ARED 362	50.00
Biology/Chemistry/Earth Science/Physics, BIOP261, EDUC323 Lab Course Fees, CHEM480	10.00/credit
Bookstore Service Charge	2.50/charge
Career and Life Planning UNST 110	25.00
Challenge Exam Fee	75.00/credit
Clinical Lab Science CLBS 481/482/483	120.00/credit

Communications Course Fees:	
COMM 118	15.00
COMM 141	15.00
COMM 219	15.00
COMM 220	15.00
COMM 222	15.00
COMM 223	15.00
COMM 321	15.00
COMM 330	15.00
COMM 331	15.00
COMM 332	15.00
COMM 421	15.00
COMM 441	15.00
COMM 450	15.00
COMM 461	15.00
COMM 475	15.00
Credentials-per set (minimum of 5)	3.00/set
Interest-Student Accounts—1.25% per month	
Late Confirmation Fee	50.00
Management Course Fee MGMT449	50.00
NSF/Check Reissue Fee	30.00
Nursing Clinical Fee (Except NURS221)	165.00/credit
Nursing Clinical Fee (NURS221)	105.00/credit
NURS 230 Course Fee	50.00
Nutrition & Dietetics Clinical Fee-Coordinated Program (For designated clinical courses, add to tuition)	85.00/credit
Portfolio Charge	110.00/credit
Social Work Course Fee SOWK 476	40.00
Sport Leadership Course FeeSPSL100	50.00
Theater Arts Course Fee	
THTR 160	15.00
THTR 175	15.00
THTR 265	15.00
THTR 334	75.00
THTR 355	75.00
Transcripts	5.00

**TUITION/FEES-GRADUATE PROGRAMS**

Tuition-Graduate Education-CORE courses	310.00/credit
Tuition-Graduate Education-Wisconsin Off-campus	310.00/credit
Tuition-Graduate Education-Wisconsin Catholic Educator	260.00/credit
Tuition-Graduate Education-Wisconsin Ed Leadership	310.00/credit
Tuition-Graduate Education-La Crosse Diocese Principal	260.00/credit
Tuition-Graduate Education-Ed Leadership-Superintendent	450.00/credit
Tuition-Graduate Education-Iowa Ed Leadership	310.00/credit
Tuition-Graduate Education-Iowa Off-campus	275.00/credit
Tuition-Graduate Nursing	655.00/credit
Tuition-Graduate Servant Leadership	310.00/credit
Tuition-Graduate Business Administration	495.00/credit
Tuition-Graduate Mental Health Counseling	435.00/credit
Portfolio Charge	110.00/credit
Course Fee-NURS688	100.00
Miscellaneous Fees (lab/course fees, transcripts, etc.)-See Undergraduate Schedule	

**TUITION-CERTIFICATE/LICENSURE PROGRAMS**

Tuition-Post Baccalaureate Teacher Licensure Program	310.00/credit
Tuition-Graduate Ethical Leadership courses	310.00/credit
Tuition-Graduate Community Interpreting Certificate Program	310.00/credit
Tuition-Substance Abuse Counselor Certificate Program	435.00/credit
Tuition-Post-MSN Certificate Program	555.00/credit
Fee-CEU	100.00/CE Unit
Portfolio Charge	110.00/credit
Teacher Certification Program—Portfolio Assessment Fee	60.00
Miscellaneous Fees (lab/course fees, transcripts, etc.)-See Undergraduate Schedule	

**TUITION/FEES-HIGH SCHOOL STUDENT PROGRAMS**

Tuition-Youth Options (School Board Approved)	320.00/credit
Tuition-Aquinas	100.00/credit
Tuition-Diocesan High School College Credit Program	50.00/credit
Tuition-Diocesan Biblical Studies	50.00/course
Tuition-High School College Credit Program	75.00/credit
Tuition-High School College Credit Program	75.00/credit
Activity Fee (1-11 credits) \$15.00/credit to a max of	45.00/semester
Activity Fee (full-time)	95.00/semester
Technology Fee (1-11 credits) \$20.00/credit to a max of	120.00/semester
Technology Fee (full-time)	200.00/semester
Miscellaneous Fees (lab/course fees, transcripts, etc.)—See Undergraduate Schedule	

**ROOM & BOARD CHARGES (per semester)**

	Double	Triple	Private	4 occupants/apt.	5 occupants/apt.	Private
Bonaventure/Marian Hall	1,605@	1,275	2,305 @			
McDonald/Treacy				2,035	1,675 *	2,815
Rose Terrace				2,035		2,815
Houses/Other Apts				2,035		2,815

@ Bonaventure X47 rooms—Double rate for 3 occupants—Private Rate for 2 occupants

Marian Hall 226—Double rate for 3 occupants—Private Rate for 2 occupants

\* Treacy #3 and #9 occupants pay the 4 occupants/apt. rate

	<u>19 Meal</u>	<u>14 Meal</u>	<u>10 Meal</u>	<u>Flex80 (w/\$100DB)</u>
Meal Plans	1,985	1,795	1,580	1,505

For declining balance enhancement, add \$100 to plan cost

## **Appendix 3**

### **Refund Policy**

# Refund Policy

Effective August 1, 2005

## TUITION

Any student wishing to withdraw from one or more classes must obtain written approval from the Viterbo University Registrar's Office. The date on which such written approval is granted by the Registrar determines the amount of tuition adjustment. All requests to withdraw must be in writing and must be made in the Viterbo University Registrar's Office. Any student who withdraws from any or all classes shall receive a tuition adjustment, and any such adjustment will be placed on the student's account according to the following schedule: (Note that the refund formula indicated below applies specifically to 16-week courses. This refund formula is modified proportionally based on length of course for non-16 week courses.)

- If student withdraws from classes before or during week 1, refund equals 100% of total tuition
- If student withdraws from classes during weeks 2-4, refund equals 50% of total tuition
- If student withdraws from classes during weeks 5-8, refund equals 25% of total tuition
- If student withdraws from classes during weeks 9-16, refund equals 0% of total tuition

Viterbo University  
Refund Schedule  
Summer Semester

Length of Class	Date of Official Drop	% Refund
1 week	Before Start Date	100%
	Day 1	100%
	Day 2	50%
2 weeks	Day 3	NO REFUND
	Before Start Date	100%
	Day 1	100%
3 weeks	Day 2-4	50%
	Day 5	NO REFUND
	Before Start Date	100%
4 weeks	Day 1	100%
	Day 2-5	50%
	Day 6	NO REFUND
5 weeks	Before Start Date	100%
	Day 1-2	100%
	Day 3-7	50%
6 weeks	Day 8	NO REFUND
	Before Start Date	100%
	Day 1-3	100%
7 weeks	Day 4-10	50%
	Day 11	NO REFUND
	Before Start Date	100%
8-11 weeks	Day 1-3	100%
	Day 4-12	50%
	Day 13	NO REFUND
12-14 weeks	Before Start Date	100%
	Day 1-4	100%
	Day 5-14	50%
	Day 15	NO REFUND
	Before Start Date	100%
	Day 1-5	100%
	Day 6-21	50%
	Day 22	NO REFUND
	Day 23	100%

Viterbo University  
Refund Schedule  
Fall/Spring Semester

Length of Class	Date of Official Drop	% Refund
9 weeks	Before start date	100%
	Day 1-4	100%
	Day 5-16	50%
10 weeks	Day 17-32	25%
	Day 33	NO REFUND
	Before start date	100%
11 weeks	Day 1-4	100%
	Day 5-18	50%
	Day 19-35	25%
12 weeks	Day 36	NO REFUND
	Before start date	100%
	Day 1-5	100%
13 weeks	Day 6-19	50%
	Day 20-39	25%
	Day 40	NO REFUND
14 weeks	Before start date	100%
	Day 1-5	100%
	Day 6-21	50%
15 weeks	Day 22-42	25%
	Day 43	NO REFUND
	Before start date	100%
16 weeks	Day 1-5	100%
	Day 6-23	50%
	Day 24-46	25%
17 weeks	Day 47	NO REFUND
	Before start date	100%
	Day 1-6	100%
18 weeks	Day 7-25	50%
	Day 26-49	25%
	Day 50	NO REFUND
19 weeks	Before start date	100%
	Day 1-6	100%
	Day 7-26	50%
20 weeks	Day 27-53	25%
	Day 54	NO REFUND
	Before start date	100%
21 weeks	Day 1-7	100%
	Day 8-28	50%
	Day 29-56	25%
22 weeks	Day 57	NO REFUND
	Before start date	100%
	Day 1-4	100%
23 weeks	Day 5-14	50%
	Day 15-28	25%
	Day 29	NO REFUND

Length of Class	Date of Official Drop	% Refund
1 week	Before start date	100%
	Day 1	100%
	Day 2	50%
2 weeks	Day 3-4	25%
	Day 5	NO REFUND
	Before start date	100%
3 weeks	Day 1	100%
	Day 2-4	50%
	Day 5-7	25%
4 weeks	Day 8	NO REFUND
	Before start date	100%
	Day 1	100%
5 weeks	Day 2-5	50%
	Day 6-11	25%
	Day 12	NO REFUND
6 weeks	Before start date	100%
	Day 1-2	100%
	Day 3-7	50%
7 weeks	Day 8-14	25%
	Day 15	NO REFUND
	Before start date	100%
8 weeks	Day 1-2	100%
	Day 3-9	50%
	Day 10-18	25%
9 weeks	Day 19	NO REFUND
	Before start date	100%
	Day 1-3	100%
10 weeks	Day 4-10	50%
	Day 11-21	25%
	Day 22	NO REFUND
11 weeks	Before start date	100%
	Day 1-3	100%
	Day 4-12	50%
12 weeks	Day 13-25	25%
	Day 26	NO REFUND
	Before start date	100%
13 weeks	Day 1-3	100%
	Day 4-12	50%
	Day 13-25	25%
14 weeks	Day 26	NO REFUND
	Before start date	100%
	Day 1-4	100%
15 weeks	Day 5-14	50%
	Day 15-28	25%
	Day 29	NO REFUND

## **Appendix 4**

### **Graduate Catalogue**

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## INTERNAL USE COPY ONLY

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

## TABLE OF CONTENTS

General Information	2
Admission	9
Tuition and Fees	12
Financial Aid	14
Student Life	15
Academic Services	18
Academic Regulations and Policies	19
Degree Requirements	29
Business	31
Education	37
Mental Health Counseling	51
Nursing	57
Servant Leadership	65
Other Graduate Offerings	71
Course Descriptions	75
Directory	119
Academic Calendar	122
Index	123

Viterbo University is accredited by The Higher Learning Commission, a commission of the North Central Association, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411, 800-621-7440 (V); 312-263-7462 (F); [info@hlcommission.org](mailto:info@hlcommission.org); [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)

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

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

The information contained in this catalog is subject to change without published notice. This catalog does not establish a contractual relationship. Its purpose is to provide students with information regarding programs, requirements, policies, and procedures to qualify for a degree from Viterbo University. A student follows the catalog in effect at the time of entry and should retain the catalog for the duration of stay provided attendance is uninterrupted.

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

## General Information

### Welcome

Welcome to Viterbo University's graduate studies programs.

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

The online catalog will be updated as changes in policies and procedures are made. There may be changes in university policies unrelated to specific programs which affect the health, safety, and welfare of the Viterbo University community that take effect immediately.

### Dedication

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

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

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

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

### Identity

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

### Mission

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

### Accreditation

Viterbo University is accredited by:

- Association of Collegiate Business Schools and Programs (ACBSP)  
11520 West 119th Street, Overland Park, KS 66213, (913) 339-9356; [www.acbsp.org](http://www.acbsp.org)
- Commission on Accreditation for Dietetics Education of the American Dietetic Association  
120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995; 312-899-5400;  
<http://www.eatright.org/students/education/accreditedprograms.aspx>
- Commission on Collegiate Nursing Education  
One Dupont Circle NW, Suite 530, Washington, DC 20036; 202-887-6791;  
[www.aacn.nche.edu/accreditation/](http://www.aacn.nche.edu/accreditation/)
- Council on Social Work Education  
1725 Duke Street, Suite 500, Alexandria, VA 22314-3457; 703-683-8080; [www.cswe.org/CSWE/](http://www.cswe.org/CSWE/)
- The Higher Learning Commission  
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 800-621-7440;  
[www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)
- National Association of Schools of Music  
11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; 703-437-0700;  
<http://nasm.arts-accredit.org>
- National Council for Accreditation of Teacher Education  
2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036; 202-466-7496; [www.ncate.org/](http://www.ncate.org/)

Its chemistry program is approved by the American Chemical Society.

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

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

Viterbo University holds membership in the:

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

## Degree Offerings

Viterbo University offers the following graduate degrees:

- Master of Arts in Education
- Master of Arts in Servant Leadership
- Master of Business Administration
- Master of Science
- Master of Science in Nursing

Viterbo University offers the following undergraduate degrees:

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

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

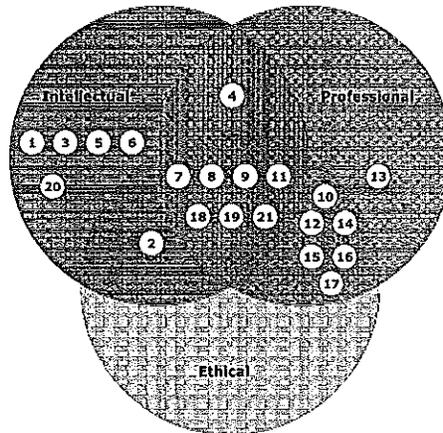
## Mission of Graduate Studies

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

## Graduate Studies Goals

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

## Graduate Student Expectations



### Intellectual

1. Learn research methods, ethical dimensions, and historical knowledge bases of the discipline.
2. Provide accurate and honest reporting of research results.
3. Read, reflect, research and write critically in a disciplined manner.
4. Dedicate the appropriate time and energy to accomplishing academic excellence and completing the degree in a timely fashion.
5. Learn the historical and theoretical context of the discipline.
6. Generate new ideas and ways of viewing things.
7. Discover new ways of serving and leading.
8. Initiate inquiry to advance your understanding of the discipline.
20. Develop a contemplative approach to synthesis of theory and praxis.

**Professional**

11. Develop personal and professional accountability in both theory and praxis.
12. Understand and practice GPAE policies and procedures, specific program requirements, and standards of performance established by the specific discipline(s).
13. Behave in a professional and mature nature in all interactions with faculty, staff and other students.
14. Create an ethos of collegiality and collaboration through high levels of contribution and participation.
15. Demonstrate a commitment to the common good.
16. Participate in the university community to the extent able.
17. Develop, to the extent possible, a broad network of professional relations.

**Ethical**

9. Exercise the utmost integrity in all facets of the graduate program.
10. Commit to the personal & professional development of virtue and character.
18. Contribute to the University's and the program's mission as appropriate.
19. Develop a disciplined approach to integrating mind, body and spirit.
21. Apply ethical leadership humbly and diligently.

**Practicing Academic Integrity as a Graduate Student**

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

- Learn how to cite sources properly. There are several excellent guides to proper citation available in the Viterbo University library and bookstore. Always ask in advance if you are uncertain which citation style your instructor prefers or your program requires.
- When in doubt as to whether to cite or not cite a source, the rule of thumb is to make the citation. Ask your professor if you 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 you are conducting research, and keep your notes in case your work's integrity is challenged. Also keep copies of successive drafts of work to keep track of the revisions you make.
- Make sure you understand your professor's expectations about collaborating with others in the course or on a given assignment. Do not assume that because collaboration was permitted on one assignment it is permitted on another. And do not assume that each professor has the same standards; be sure you understand what "collaboration" means in each of your courses. Ask your professor if you are uncertain about the assignment you have been given.
- Manage your 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 you have run into unforeseen obstacles in completing your assignment and need more time, ask the professor for more time. Do not take short cuts or call into question your integrity for one course or one assignment. If you need help in improving your time management skills, consider enrolling in one of the time management workshops offered by Viterbo's Academic Resource Center.

**History of Viterbo University**

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

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

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

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

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

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

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

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

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

## Core Values

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

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

## Campus Facilities and Grounds

- **Murphy Center**, 815 Viterbo Court (1941), a five-story building, provides classrooms, offices for the administration and faculty, and services for students. It also houses the library, the Academic Resource Center, computer laboratories, and career services.
- **Marian Hall**, 704 Franciscan Way (1957) and **Bonaventure Hall**, 700 Franciscan Way (1965), offer residence, recreational, and dining facilities (1966) for students. Three apartment complexes, **McDonald Terrace**, 715 8th Street South (1975), **Treacy House**, 825 Market Street (1975), **Rose Terrace**, 801 V-Hawk Court (1997), and **Canticle House**, 814 and 820 8th Street South, (2010), offer apartment-style living for students. There are also theme houses and apartments located on campus for students.

- **The Fine Arts Center**, 929 Jackson Street (1971, renovated in 1998), is an outstanding liberal arts facility for the creative activity of art, music, and theatre arts departments. The academic wing contains classrooms, studios, practice rooms, laboratories, and faculty offices as well as a fine arts library, a music recital hall, a dance studio, an audio-visual room, a choral and orchestra rehearsal room, an art gallery, and professional artist exhibits. The theatre wing contains the La Croix Black Box Theatre, an experimental studio theatre, and the Main Theatre, a performing theatre unique to the Midwest which can accommodate drama, concerts, and opera by adjustment of size and sound. The School of Graduate, Professional, and Adult Education is located in the east wing.
- **San Damiano Chapel**, 940 Franciscan Way (1979), is the center of worship at Viterbo.
- **Brophy Center**, 816 10th Street South (1983), houses classrooms, lecture halls, demonstration and seminar rooms, and faculty offices.
- Dedicated in 1984, **Assisi Courtyard** is a large beautifully landscaped space which is a favorite congregating space for students. Assisi Courtyard is also home to the famous sculpture, "Dancing Francis" (of Assisi) which symbolizes Viterbo's commitment to the environment and Franciscan ideals. The sculpture "St. Clare" (of Assisi) is also on display in the Courtyard.
- **The Varsity Athletics Center**, 814 Viterbo Court (1987), is a multi-use facility which houses basketball and volleyball courts, training and fitness rooms, and racquetball courts. The R.W. Beggs Sr. Gymnasium is used for V-Hawk practices and regular games.
- **The Student Union** (1989), provides a place for socializing and studying. It contains a large screen TV, and lounge and eating areas. The cafeteria (remodeled in 2006), Crossroads snack bar, and the university bookstore are located in the Student Union.
- **The Todd Wehr Memorial Library** (1991, renovated in 2006), located on the first and second floors of Murphy Center, provides a central place for study and research. Library staff members provide individualized services to students, faculty, and staff. The library's collection of over 90,000 titles consists of books for general circulation, scores, reference works, DVDs, videos, and CDs. The library has access to over 17,000 online periodicals and newspapers through its various databases, and continues to subscribe to over 300 periodicals and newspapers in paper format. E-Reserves and interlibrary loan complement these information resources. Special collections include the university archives, and an art collection consisting of over 350 pieces. Students have access to 66 computer stations throughout the library, and six wireless laptops available for checkout at the main desk. Remodeled spaces include **Franny's**, a 24/7 study room with coffee service and computers, a library classroom designed to accommodate group work, and quiet study areas on the first and second floors.
- **The Student Development Center**, 936 Franciscan Way (1996), is home to Viterbo University's housing, counseling, and health services.
- **The Outdoor Athletics Complex**, N3175 State Road 16 (1999), is home to a variety of V-Hawk sports including men's and women's soccer, men's baseball, women's softball, and a large practice area.
- **Viterbo Court** (1999), which is located between the Varsity Athletics Center and Murphy Center, is beautifully landscaped and features a large Viterbo University seal.
- **V-Hawk Court** (2000) is located between the Amie L. Mathy Center and Marian Hall/Rose Terrace and features walkways, park benches, tables wired for Internet access, and a clock tower. Bricks donated by employees, friends, and alumni, which are engraved with names or Viterbo University memories, surround the clock tower.
- **The Physical Plant Building**, 727 Winnebago Street (2002), houses the physical plant offices, including custodial services, maintenance personnel and equipment, and campus security. Additional services include employee and student ID photos/programming, building/room key distribution, work order system support, fleet vehicle management, and facilities administration.
- **The D.B. and Marge Reinhart Center for Ethics, Science, and Technology**, 900 Viterbo Drive (2003), is a state-of-the-art facility, home to Viterbo University sciences, the D.B. Reinhart Institute for Ethics in Leadership, the copy, mail, and media center, and other administrative offices including the Office of the President. The showcase of the center is a tiered conference auditorium to host Webcasts and downlinked national video conferences as well as live and distance presentations on leadership and ethics. A large board room on the first floor provides a state-of-the-art environment

for meetings and events. The second and third floors house science labs, classrooms, offices, and computer labs.

- The **Amie L. Mathy Center for Recreation and Education**, 811 8th Street South (2005), is adjacent to the Varsity Athletics Center. It is a “first of its kind” facility serving the recreational needs and physical education programs for Viterbo University students, faculty, and staff, and members of the Boys and Girls Clubs of Greater La Crosse. This collaborative facility includes a three-court gymnasium, 1/8 mile indoor track, multi-purpose room, a large strength and conditioning room, general locker rooms, two conference rooms, and administrative/coaches’ offices.
- The **Hawk’s Nest** (2006), is located in Marian Hall. It provides student amenities including a pool table, a ping pong table, seating area, and a lounge with large screen TV.
- The **Nursing Center**, 916 South 10<sup>th</sup> Street (2011), is Viterbo’s newest campus facility. This outstanding 68,700 state-of-the-art facility is home to Viterbo’s signature nursing and dietetics programs, and also provides opportunities for the university’s allied health programs. The cornerstone of the facility features four cutting edge simulation labs dedicated to critical care, medical/surgical care, maternal/newborn care, and child health care. Three lecture halls, 11 multi-purpose classrooms/labs, a community health lab and a premier dietetics lab round out the building. Viterbo graduates more BSN nurses than any other private college in Wisconsin and this showcase facility provides numerous opportunities to provide the most modern of training, enhancing the already strong reputation of the program
- The **Academic Computing Labs/Classrooms** serve the campus: 1) as a resource for the integration of technology into the curriculum; 2) as a tool for academic research; and 3) in the application of technology for the completion of class assignments. More than 280 IBM-compatible and Macintosh computers are available for use throughout 14 main labs in Murphy Center, the Reinhart Center, Brophy Nursing Center, and the Fine Arts Center as well as numerous computers located in the Todd Wehr Memorial Library. All student accessible computers are connected to the internal campus network and provide high-speed access to the external resources of the Internet. The campus is standardized on the Microsoft Office Professional Suite to facilitate the sharing of electronic documents, spreadsheets, presentations, and databases with professors and with other students. Additional discipline specific software is available based on the requirements of the various academic departments. All students are issued Web based electronic mail accounts for the duration of their enrollment at the university. These accounts are accessible from all networked computers on campus and from any computer in the world that has Web-based access to the Internet.

## Admission

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

### Admission Requirements

All programs require:

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

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

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

### Admission Process

Information submitted to Viterbo University must be true, complete, and accurate. Withholding any pertinent information may result in denial of admission or dismissal. The 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 university officials has failed to maintain satisfactory academic progress, is not prepared to benefit from the course of study offered, or places at risk the safety or well-being of the Viterbo community. The university may consider the criminal, juvenile, and disciplinary history in admission and enrollment decisions.

### Categories of Admission

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

- **Fully accepted to a program:** the student is admitted directly into the program and begins core classes with the next cohort or next term.
- **Provisionally admitted to a program:** the student is provisionally admitted because of some deficiency in meeting the admission criteria; this status will be reviewed after two semesters or the completion of 12 credits in the program. After two semesters of achieving a B or better in all courses

the provisional status will be reviewed, and the student will either be fully admitted or asked to leave the program.

- **Conditionally admitted to preliminary coursework:** this category of admission applies to students needing to satisfy some or all the prerequisite competencies or some other condition placed upon the student by the program director. Once the student satisfies all the conditions he/she is fully accepted into the program.

## Transfer Students and Transfer Credit Policy

Viterbo's graduate programs welcome applications from students attending, or having attended, other regionally accredited graduate programs. Transfer students will be considered for admission as long as they have a cumulative grade point average of 3.0/4.0, are free to return to their previous college or university, and are considered to be in good academic standing both at their previous school and at Viterbo University. Transfer applicants shall follow admission requirements set forth above.

Individual consideration will be granted in the awarding of transfer credits by the specific program. Transfer credits must be graduate credit taken from a regionally accredited institution of higher education completed within the timeline specified by the specific program and equivalent to the course being replaced in the requirements at Viterbo University. In order to be considered for transfer, the grade earned must be at least a B and fulfill program requirements. Only letter-graded coursework is accepted in transfer. Students who wish to transfer credits must seek permission in writing from the program director prior to enrolling. In addition, the student must have an official transcript sent to the program director after the completion of the graduate course. Courses will be evaluated for equivalency and the director will provide written notification of acceptance of transfer credit to the student. Students enrolled in a graduate program at Viterbo University who wish to take a course at another institution must obtain prior approval from the program director to ensure the course will be transferred into the program.

## Reentry and Readmission

Former Viterbo University students who wish to reenter the university should contact the Office of the Registrar for a reentry application form, or obtain the form on the office's Web page. Students need not resubmit copies of records already on file. However, a reentering student who has attended one or more schools since leaving Viterbo University must have official transcripts sent directly to the Office of the Registrar before a readmission decision can be made.

Some programs have additional entry requirements and/or students may need the approval of the school dean or program director prior to re-admittance. A student follows the catalog in effect at the time of reentry, and the curriculum requirements contained therein remain in effect as long as the student attends Viterbo University on an uninterrupted basis and completes a degree within a period as per program. The application deadline for the fall semester is August 1, April 1 for the summer session, and December 15 for the spring semester.

## International Student Admission

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

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

## **Non-degree Student Admission**

Students desiring to audit or take selected courses for credit, but who do not expect to earn a degree at Viterbo University, may be enrolled for such courses as a non-degree-seeking student. Complete transcripts of college records need not be submitted, but an earned bachelor's degree, or its equivalent is required. Students may be admitted as a degree-seeking student at a later date although admission is not guaranteed. Students interested should complete the non-degree student application available online. A minimum number of credits taken as a non-degree student may be applied to degree requirements as appropriate. See specific program for maximum credits. A grade of B or better must be earned in coursework.

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

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

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

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

### **Procedure**

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

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

### **Criminal Convictions Occurring After University Admission**

Students are required to disclose in writing to the Vice President for Student Development criminal convictions occurring since completing the application for admission. This policy applies to all Viterbo University incoming and current students.

## Tuition and Fees

### Tuition

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

Graduate courses in education (core courses)	\$310/credit
Graduate courses in education (IA off -campus)	\$275/credit
Graduate courses in education (WI off -campus)	\$310/credit
Graduate courses in education, educational leadership (IA and WI)	\$310/credit
Graduate courses in education, educational leadership-superintendent	\$450/credit
Graduate courses in education, Catholic educator	\$260/credit
Graduate courses in education, La Crosse Diocese principal	\$260/credit
Graduate courses in business administration	\$495/credit
Graduate courses in ethical leadership	\$310/credit
Graduate courses in nursing	\$655/credit
Graduate courses in mental health counseling	\$435/credit
Graduate courses in servant leadership	\$310/credit
Graduate community interpreting certificate courses	\$310/credit
Post-baccalaureate teacher licensure courses	\$310/credit
Post-MSN certificate courses	\$555/credit

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

### Fees

Application fee	\$50
Bookstore service charge	\$2.50/charge
Comprehensive exam fee	\$50
Course fee (MGMT 512)	\$200
Course fee (MGMT 582)	\$75
Course fee (NURS 540, 602, 688)	\$100
Late confirmation fee	\$50
Licensure practicum fee-EDUC771	\$150
NSF/check reissue fee	\$30
Portfolio for Prior Learning Charge	\$110/credit
Resource fee (EDUC 600, 601)	\$10/credit
Teacher certification program portfolio assessment fee	\$60
Transcripts (official and unofficial)	\$5/copy
Interest charge of 1.25 percent/month on outstanding student account balances.	

All expense items are subject to change.

### Services

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

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

## Financial Aid

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

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

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

### Financial Aid Application Procedures

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

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

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

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

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

### Student Consumer Information

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

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

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

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

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

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

## Student Life

### Americans With Disabilities Act

It shall be the policy of Viterbo University to comply with Section 503 of the Rehabilitation Act (1973) and the Americans with Disabilities Act and regulations issued there under to the extent applicable to Viterbo University. All requests, questions, or concerns about services should be directed to the ADA coordinator.

Any student who has a documented, diagnosed disability and requires specific accommodations should:

- Contact and meet with Viterbo's ADA Coordinator.
- Request a copy of the Viterbo University guidelines applying to non-discrimination on the basis of disability.
- Complete the application for accommodations.
- Submit relevant documentation.

The Academic Resource Center provides services to students who have indicated that they have a disability. Special arrangements or accommodations are only provided to those students who have documentation on file that describes and certifies the disability and indicates services needed.

The complete set of student disability service guidelines can be found at <http://www.viterbo.edu/learncenter.aspx?id=1100>

### Campus Ministry

"Peace and every blessing" (*Pax et Bonum*). This traditional Franciscan greeting expresses the focus of campus ministry at Viterbo University. As an institution committed to developing the whole person, Viterbo University is proud of its spiritual heritage. Campus ministry provides opportunities for faith formation, pastoral care of individuals, education for justice and service, retreats and reflection, sacramental preparation, as well as prayer and worship in several religious traditions in addition to the Catholic tradition. San Damiano Chapel is prominently located on the Viterbo University campus. The chapel is open each day for prayer and reflection. Contact campus ministry at [campusministry@viterbo.edu](mailto:campusministry@viterbo.edu) or visit the campus ministry Web site.

### Cultural Activities

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

### Dining Services

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

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

### Infectious Disease Policy

Avian flu, H1N1, influenza A, measles, mumps, SARS, and other infectious diseases may pose a threat to the university community as they do to communities across the nation and world. In the event of an infectious disease outbreak, university officials will monitor progress and work with local, state, and national authorities to determine the best course of action regarding institutional operations. Information related to any widespread infectious disease outbreak will be available on Viterbo University's Web site and Viterbo University health services Web site. In addition, the Centers for Disease Control and Prevention (CDC) Web

site has extensive information on health threats ([www.cdc.gov](http://www.cdc.gov)). If you have specific questions about your personal health, contact your family physician or health services.

## Security

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

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

The campus security office can be contacted several ways. To contact the Director of Campus Safety who oversees the operations of campus security, the non-emergency, daytime number is 608-796-3913. Voicemail is available to leave a message. To contact campus security for emergency situations or after office hours, dial 3911 from any Viterbo University on-campus phone (except a pay phone), 608-796-3911 elsewhere, or use any of the emergency phones located across campus. This number rings the cellular phone carried either by a security officer or the Director of Campus Safety. For any situation that requires immediate medical, police, or fire assistance, call 911 direct. The emergency or "Code Blue" phones are located strategically across campus and at the entrances to most campus buildings.

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

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

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

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

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

## Statement of Non-Discrimination

Viterbo University values diversity and seeks talented students, faculty, and staff from diverse backgrounds. Viterbo University does not discriminate on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or veteran status in the administration of educational policies,

programs, or activities; admission policies; scholarship or loan awards; athletic, or other university administered programs; or employment. The Office of Human Resources has been designated to handle inquiries regarding the non-discrimination policy and may be contacted at Viterbo University, 900 Viterbo Drive, La Crosse, WI 54601; 608-796-3930.

### **Student Right-to-Know and Campus Security Act**

Viterbo University is in compliance with Public Law 101-542, the Student Right-to-Know and Campus Security Act. Information on the completion/graduation rate for full-time, degree seeking undergraduate students may be obtained from the registrar or the Web site. Information on campus security and crime statistics may be obtained from the director of security or from the campus safety Web site.

## Academic Services

The development of the whole person is the goal of the university experience for each student at Viterbo University. This development occurs chiefly through an academic program conducted in a meaningful, growth-filled, Catholic, Franciscan environment.

### Library Services

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

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

### Technology Support

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

## Academic Regulations and Policies

### Academic Calendar

The academic year is divided into three terms (fall, spring, summer), each approximately 16 weeks in length. A class hour is 50 minutes. One credit hour is equal to approximately 15 class hours. Laboratory periods vary in length depending upon the requirements of the course.

### Academic Integrity

As members of the Viterbo University community, students are expected to conduct themselves in an ethical manner and adhere to the highest standards of academic integrity. Furthermore, Viterbo University students are expected to adhere to a standard of academic honesty befitting their enrollment in this ecumenical Catholic university. They will not engage in plagiarism, cheating, lying, or stealing, nor will they tolerate those who do so. Fundamental to the principle of independent learning and professional growth is the requirement of honesty and integrity in the conduct of one's academic life. Academic dishonesty in any form is a serious offense against the academic community. Each graduate program will review the standards of academic integrity and have students acknowledge their acceptance of the standards.

### Academic Integrity Policy

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

1. Academic misconduct is any activity that may compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to,
  - a. Violating course rules as contained in the course syllabus or other information provided to the student; violating program regulations as established by departmental committees and made available to students;
  - b. Knowingly providing or receiving information from others during examinations; or possessing or using unauthorized materials during examinations;
  - c. Knowingly providing or using assistance in the laboratory, on field work, in scholarship, or on a course assignment when said work was to be completed individually;
  - d. Submitting plagiarized work for an academic requirement.  
Plagiarism is the representation of another's work or ideas as one's own whether intentional or unintentional; it includes the unacknowledged paraphrasing or word-for-word use of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Each student is responsible for understanding plagiarism and the consequences of committing plagiarism. The Viterbo University Library offers information about plagiarism and how it can be avoided. Viterbo graduate students are strongly encouraged to complete an online tutorial on avoiding plagiarism, which is available at [www.indiana.edu/~istd](http://www.indiana.edu/~istd).
  - e. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted to satisfy requirements for another course or academic requirement, without permission of either the instructor of the course for which the work is being submitted or the supervising authority for the academic requirement;
  - f. Falsifying or fabricating laboratory results, research results, or any other assignments;
  - g. Serving as; or enlisting the assistance of a substitute for a student in the taking of examinations;
  - h. Altering grades or marks in an effort to change the earned grade or credit;
  - i. Altering university forms or records, or using such forms or records with authorization; or
  - j. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.

2. The faculty member who suspects a student of academic misconduct shall follow these steps. The faculty member shall notify the student in writing of the allegation. The faculty member shall also contact the program director and the academic vice president's office to notify that office that the student is involved in an allegation of academic misconduct and to discover if the student has previously violated the academic integrity policy.

If the student has committed other academic misconduct, the matter shall be handled by the academic vice president as described below. If the student has not previously committed academic misconduct, the faculty member shall determine whether this academic misconduct is intentional or unintentional. Unintentional academic misconduct occurs when a student attempts to acknowledge, quote, and/or cite sources but does so inadequately or incorrectly. In determining if the misconduct is intentional or unintentional, the faculty member may consult with the student and/or program director. Students may have only one finding of unintentional academic misconduct; more than one unintentional offense shall be treated as intentional academic misconduct.

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

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

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

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

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

5. In accordance with procedures set forth in the *Viterbo University Student Handbook*, students may appeal any decision for breach of academic honesty to the University Board of Review.
6. All records and correspondence in such cases will be kept in the office files of the Academic Vice President until graduation. Students' academic transcripts shall exclude academic misconduct except for cases of expulsion.

### **Academic Policy Exception**

Students seeking an exception to any university academic policy listed in this academic policy section may petition the academic vice president for an exception. The Academic Policy Exception form is found on the Registrar's Office web page. You must have the approval of your advisor, department chair, and school dean prior to the submission of the form to the academic vice president.

### **Academic Standing**

Graduate students are expected to earn a B (MAEd requires a C) or above 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. The student may be dismissed from the program. Any student who falls below a semester GPA of 3.0 will be placed on academic probation and must achieve a grade of B or better in all subsequent courses to remain in the program. A student on academic probation who receives a grade below a B in any course will be dismissed from the program. A student who receives a C for a graduate project is required to register for additional credit and earn a B or better.

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

### **Alternative Credit**

#### **Credit by Examination**

For students in graduate programs requiring prerequisite coursework, Viterbo University participates in the College Level Examination Program (CLEP). Only the CLEP subject examinations are considered for undergraduate college credit. Students are eligible to receive credit in the subject areas of biology, business, chemistry, composition, computer science, English literature, history, mathematics, psychology, and sociology. The examinations are administered three times per year to currently enrolled students and to incoming students who enroll the subsequent semester. There is a fee for each examination. Interested persons should contact the School of Graduate, Professional, and Adult Education for more information.

#### **Credit for Prior Learning**

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

### **Attendance Policy**

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues. Each program has specific attendance policies. Absences from class may result in a loss of college financial aid. Federal regulation requires that students make satisfactory progress toward a degree in order to retain federal financial aid.

Students not able to attend classes due to military obligations should refer to the Military Deployment policy.

### **Audit**

Students pursuing a degree at Viterbo University may wish to audit a course for personal or professional knowledge. Students who are auditing are not required to complete assignments or take examinations, but auditors are expected to attend classes. If their attendance is unsatisfactory, auditing students will be

administratively withdrawn from the course. Students receive no credit for courses that they audit; a grade of AU is entered on their records. Audited courses do not count toward students' degree requirements. To audit a course, students must complete an audit form obtained on the registrar's office Web page. The completed form includes the instructor's signature, which signifies consent for the student to audit the course. Students must return the completed form to the registrar's office no later than Friday of the first week of class. After the first week of classes, students may not change their course status from audit to credit. In exceptional circumstances a student may change the status of the course from credit to audit. In that case, students must file the paperwork no later than the midpoint of the class. Students may also repeat audited courses for credit in subsequent semesters. The tuition and fees for audit courses are the same as for credit courses.

Community members (non-degree seeking students) may also audit certain courses. The same policies and deadlines apply to non-degree auditors. Interested students should submit an online non-degree student application, for initial entrance to Viterbo University. Non-degree students should check the current fee schedule, published in the class schedule, for rates.

### Grades

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

The grading system is as follows:

Grade	Grade Points*
A	4.0
AB	3.5
B	3.0
BC	2.5
C	2.0
CD	1.5
D	1.0
F	0.0
U	0.0

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

\*For each credit

### Other Grades

CR	Credit granted; assumes B work or better
NC	No credit granted
AU	Audit (no credit)
I	Incomplete. Student has been doing passing work but must still meet certain requirements before the grade can be determined.
NR	Non-reported. The Office of the Registrar may use a grade of NR after the deadline for faculty to submit grades, but before the grade can be collected from the faculty member. The NR grade is not a permanent grade and will be changed as soon as the grade can be collected. An NR grade is not calculated in the grade point average.
W	Withdrawal from course

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

### **Incompletes**

A grade of incomplete is given infrequently and only under unusual circumstances that are beyond the student's control such as a serious illness or death in the family or unanticipated complications in an original research project. To be considered for an incomplete, the student must have at least 50% of the course work complete and have a passing grade in the course. Students will find the form to request a grade of incomplete on the registrar's office Web page. The student must seek the approval of the instructor, department chair, and dean or academic vice president. The completed form with approving signatures needs to be submitted to the registrar's office by the last class.

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

### **Grade Appeal (Academic Review Process)**

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

### **Grade Point Average**

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

### **Independent Study**

Independent study is one way Viterbo students can enjoy individualized learning. Independent study allows students to proceed at their own pace and take more responsibility for their own learning. Since independent study requires initiative and allows for considerable freedom, students should plan the proposed study carefully with help from the directing faculty. Students should outline the proposed plan of study on the contract and registration form. The plan must be approved by the instructor, academic advisor, department chair/program director, and dean of the discipline of the independent study. Students must complete the form found on the registrar's office Web page and file it with the registrar's office upon registration, but no later than the end of the first week of classes for the term of the independent study. Students must complete the work of the independent study within the semester they register for the course. Over the course of their Viterbo University career, students may take a maximum of six credits of independent study.

Independent study courses may be of three types:

- Directed study, research, and/or readings in an area that is not included in the regular course offerings. (The course appears on a student's transcript with the title Independent Study.)
- Departure from the regular credit value of a course, such as independent work on one portion of an existing course. (The course appears on a student's transcript with the title Independent Study.)
- The independent study of a course listed in the current university catalog.

Subsequent independent study courses may be repeated for credit.

## Leave of Absence

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

The student may register for NENR-000 for a maximum of three continuous semesters/terms (fall, spring, summer). The student is responsible for registering for the NENR-000 via VitNet for each subsequent term. After the third semester of NENR-000, the students' record and technology accounts will be deactivated. Students wishing to return to complete a program/degree, and are eligible to do so, will need to complete the reentry process and will be subject to the catalog and requirements at the time of reentry.

## Military Deployment

Viterbo University has set forth the following policy for students serving in a branch of the armed forces and called to active duty, including state activation of a member of the National Guard. This policy also applies to a student who is a spouse of an activated service member (who has a dependent child).

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

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

## Program Evaluation

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

## Registration

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

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

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

## Add/Drop

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

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

## Repeating Courses

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

Grades from courses repeated at other institutions to replace grades earned at Viterbo University will not be used in computing the grade point average.

## Sexual Harassment Policy

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

### Definition

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

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

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

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

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

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

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

### **Complaint Resolution**

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

Any member of the community who believes he or she has been sexually harassed by another should, if possible, tell the individual harassing him/her that the behavior is offensive and must stop, and should also report the harassment to the Academic Vice President, Human Resource Director, or the Vice President of Finance and Administration as soon as possible. Any member of the community who becomes aware of a sexual harassment incident should report the incident to the Academic Vice President, Human Resource Director, or the Vice President of Finance and Administration as soon as possible. Timely reporting of incidents will ensure efficient resolution.

The Academic Vice President, Human Resource Director or the Vice President of Finance and Administration will conduct an investigation of the harassment complaint. The complainant will prepare a written complaint describing the incident as completely as possible, and provide the written complaint to the Academic Vice President, Human Resource Director, or the Vice President of Finance and Administration. To the extent possible, the investigation will remain confidential, considering the complainant's right of privacy, the need to be fair to the respondent by notifying the respondent of the complaint, and the need to gather information regarding the incident. Investigation of the complaint may require the interviewing of members of the university community who may have witnessed the incident, or who may have information regarding the incident, as well as review of relevant data or documents. The investigation will be conducted expeditiously, but in a manner consistent with the complexity and severity of the matter. The Academic Vice President, Human Resource Director or the Vice President of Finance and Administration will maintain a written record of the complaint and resolution process.

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

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

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

## **Student Records**

### **Right to Privacy**

Viterbo University annually informs students of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. This act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act office concerning alleged failures by the institution to comply with the act.

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

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

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

## **Transcripts**

A transcript is a complete and unabridged copy of all academic work attempted at Viterbo University and work accepted in transfer to Viterbo. Course and grade information contained on the transcript are released only upon written consent from the student as required by the federal Family Educational Rights and Privacy Act of 1974. A transcript will not be mailed as a result of a telephone call, email, or Fax request. Records from other schools will not be photocopied or sent elsewhere. No transcript will be issued until all financial accounts have been cleared with the university. The fee for a transcript is \$5.00 per copy.

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

### **Undergraduate Student Enrollment in Graduate Courses**

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

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

To be registered for the graduate course(s), undergraduate students must submit 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.

### **Withdrawal from Viterbo University**

A student who wishes to withdraw completely from the university during a semester must complete an official withdrawal form obtained from the program director or School of Graduate, Professional, and Adult Education or on the registrar's office Web page. The official date of withdrawal is the day the form is received in the Office of the Registrar. This process must be completed prior to the last week of the course. Any applicable refunds for courses less than 16 weeks in length are prorated according to the deadline dates printed in the class schedules for the fall, spring, and summer terms. A student who wishes to reenter for any subsequent term must complete a reentry application form for re-acceptance.

Failing grades are recorded for students who do not officially withdraw from the university.

## Degree Requirements

### Graduation Requirements

Curriculum requirements indicated in the catalog and from the specific graduate program at the time of a student's entry into Viterbo University remain in effect as long as the student attends on an uninterrupted basis and completes a degree within the timeline established by the specific program. Curriculum changes that occur between catalog publications are communicated to students in a timely manner.

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

- successfully complete the minimum semester credit hours, including all courses required by the specific graduate program;
- have a minimum cumulative grade point average of 3.0 for all coursework, with no individual course grade lower than a C or 2.0.

### Time to Degree

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

### Degree Conferral

All students must be enrolled for a minimum of one course in the semester in which they plan to graduate. An application for degree form must be completed and on file in the Office of the Registrar no later than October 1 for December graduates and January 15 for May/August graduates. The deadline for Master of Arts in Education summer graduates is April 1. This form indicates the intent to graduate and is used to provide information to students concerning graduation, as well as provide Viterbo University with information to order diplomas and caps and gowns. Upon completion of 30 hours, a graduation fee will be assessed regardless of whether or not the student will be graduating in that term or participating in the commencement ceremony. The fee does not include a cap, gown, and hood. A cap, gown, and hood is required if attending the commencement ceremony and may be purchased from the bookstore. Graduation ceremonies for all students are held in December and May. Students who will complete requirements in the summer following the May ceremony may participate in the May ceremonies. 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.

All degrees are posted, after a final check of all requirements at the end of each term. Degree/graduation dates are as follows: December and May, a designated date, and Aug. 1. Students determined not to have finished requirements during their last term of attendance will be required to re-submit an application for degree upon subsequent registration. The degree conferral date will be the date of the term in which the work was complete. This includes students submitting portfolio for credit after the term of candidacy.

### Diplomas

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



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# Business

## Mission

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

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

## Goals

The goals of the M.B.A. program are:

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

## Graduate Learning Outcomes

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

- utilize appropriate personal and interpersonal skills and tools for the practice of effective ethical leadership of self, team, and community;
- resolve personal and professional issues through sound ethical reasoning;
- use critical and integrative thinking along with appropriate technical and quantitative tools to identify and solve complex business problems;
- communicate with a high level of professionalism;
- analyze practices of corporate social responsibility (CSR) and sustainability within the global business environment.

## Accreditation

Programs in the Dahl School of Business are accredited by the Accreditation Council of Business Schools and Programs, the leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence.

Accreditation Council of Business Schools and Programs, 11520 West 119th Street, Overland Park , KS 66213, 913-339-9356, Fax: 913-339-6226 , [www.acbsp.org](http://www.acbsp.org)

## Admission

### Prerequisite Competencies

Viterbo University welcomes students from all walks of life into its M.B.A. program. However, students must demonstrate their competency in foundational business subjects before enrolling in the M.B.A. core classes. The areas include: accounting, business law, economics, finance, marketing, and marketing.

Applicants who hold an undergraduate degree from an accredited business school generally satisfy these prerequisites by virtue of their previous coursework. Student who have not developed these skills in their undergraduate coursework may still enter the M.B.A. program; however, they are required to demonstrate their proficiency in these prerequisite competencies by: 1) completing a one-credit online course specifically designed to develop each competency; 2) completing the missing undergraduate courses online or face-to-face through Viterbo University's School of Graduate, Professional, and Adult Education or elsewhere;

3) passing CLEP examinations; or 4) completing work/life experience portfolios. As part of the application process, the M.B.A. director will make a determination of the fulfillment of these prerequisite competencies.

### **Application Requirements and Procedures**

#### **ADMISSION TO THE EVENING M.B.A. PROGRAM**

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

- Bachelor's degree from a regionally-accredited college or university;
- Minimum cumulative grade point average of 3.0 on a 4.0 scale on all undergraduate work; exceptions may be made to requirement only if the applicant has significant professional work experience; and
- A minimum of two years' work experience that exposed the applicant to the major functions of management including: planning, budgeting, organizing, staffing, and leading/following others.

In order to apply for admission, an applicant must submit the following documentation to the M.B.A. coordinator:

- The official Viterbo University application form to the Dahl School of Business M.B.A. program. The application form is available at [www.viterbo.edu/applyonline](http://www.viterbo.edu/applyonline).
- An official transcript evidencing the baccalaureate degree sent directly from a regionally accredited, degree-granting institution.
- Two letters of reference from persons attesting to the applicant's business aptitudes and attitude, values and ethics. One letter shall be from a direct supervisor, if possible.
- An acceptable GMAT score. This requirement may be waived by the M.B.A. director if the applicant has a cumulative undergraduate grade point average of 3.0 or higher or has successfully completed other graduate level coursework.
- A three- to five-page personal essay setting forth: 1) the reasons why the applicant desires to attain an M.B.A. degree; 2) what they can add to Viterbo University's M.B.A. program; and 3) what they hope to get out of Viterbo University's M.B.A. program.

#### **ADMISSION TO THE DAYTIME M.B.A. PROGRAM**

The Dahl School of Business' daytime M.B.A. program prepares graduates with sound decision-making skills built upon a foundation of ethical leadership development. To equip our students with the business acumen and systems thinking skills needed for success in the future, the M.B.A. features an emphasis on ethics, corporate social responsibility, and sustainability. Courses are scheduled two days per week, and students can complete the program in one year. There are two options for completion of the daytime M.B.A. program: a 4 + 1 B.B.A./M.B.A. for Viterbo University undergraduate students, and a One-year M.B.A. option for those who can dedicate a year to full-time, daytime graduate study.

#### **4 + 1 M.B.A. Daytime Program Option**

Viterbo University's B.B.A./M.B.A. option offers achievement-oriented, highly motivated business students the opportunity to obtain their B.B.A. and their M.B.A. in five years.

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

Undergraduate transfer students can apply and complete the program, but the number of semesters required will be dependent on the number and type of undergraduate credits transferred to Viterbo University.

Students in the 4 + 1 program must take 128 undergraduate credits, meeting all core curriculum, business core, business major, and final degree requirements. This coursework is completed in the first four years of the program. Up to 12 credits of the graduate program are taken during the student's fourth year of undergraduate work. The remaining credits are taken during year five of the program and the M.B.A. is earned after the fifth year. The work toward the M.B.A. degree may be pursued part-time over a longer

period of time, not to exceed three years. Non-continuous enrollment is subject to curriculum changes of the catalog currently in place.

### Admission

To be considered for acceptance into Viterbo University's daytime M.B.A. program under the 4 + 1 B.B.A./M.B.A option an application must satisfy the following minimum criteria:

- bachelor's degree from Viterbo University; and
- minimum cumulative grade point average of 3.0 on a 4.0 scale on all undergraduate work. If GPA is below 3.0, satisfactory score on the GMAT will be accepted.

In order to apply for admission, an applicant must submit the following documentation to the M.B.A. coordinator:

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

To be considered for acceptance into Viterbo University's daytime M.B.A. program under the One-year M.B.A option an application must satisfy the following minimum criteria:

- bachelor's degree from regionally –accredited college or university; and
- minimum cumulative grade point average of 3.0 on a 4.0 scale on all undergraduate work; exceptions may be made to this requirement only if the applicant has significant professional work experience.

In order to apply for admission, an applicant must submit the following documentation to the M.B.A. coordinator:

- The official Viterbo University application form to the Dahl School of Business M.B.A. program. The application form is available at [www.viterbo.edu/applyonline](http://www.viterbo.edu/applyonline).
- An official transcript evidencing the baccalaureate degree, sent directly from the regionally accredited, degree-granting institution.
- Two letters of reference from persons attesting to the applicant's business aptitudes and attitude, values and ethics.
- An acceptable GMAT score. This requirement may be waived by the M.B.A. director if the applicant has a cumulative undergraduate grade point average of 3.0 or higher or has successfully completed other graduate level coursework.
- A three- to five-page personal essay setting forth: 1) the reasons the applicant desires to attain an M.B.A. degree; 2) what they can add to Viterbo University's M.B.A. program; and 3) what they hope to get out of Viterbo University's M.B.A. program.

International applicants will need to provide evidence of proficiency in the English language, showing a TOFEL (or equivalent) score of 550 or higher.

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

### Admission Criteria

Viterbo University evaluates all parts of your application to understand who you are, what you've done, what you can add to the Viterbo community, and how our M.B.A. program will help you meet your goals. In addition to reviewing your grades and experience, the admissions committee requires a personal essay providing evidence of the kind of curiosity and passion that will allow you to spark a lively discussion in class. To understand how applicants will contribute to and benefit from Viterbo University's M.B.A. program, the

committee also encourages a personal interview with the M.B.A. director or M.B.A. coordinator as part of the application process.

### **Transfer Credit**

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

### **Policies**

#### **Grades**

Students must maintain a cumulative grade point average of 3.0 for all M.B.A. coursework, with no individual course grade lower than a C.

#### **Attendance**

All graduate business students are expected to attend all class meetings. However it is understood that busy professionals may have to miss a class. If a student is unable to attend a class, the student must contact the instructor and take responsibility to meet the class objectives. This makeup will ordinarily require additional written work. It is the duty of the students to make arrangements for missed work. Outside of class, students must be able to schedule their time carefully and condition themselves to meet the rigorous demands of the program. If more than one class meeting will be missed within a course, the student should contact the instructor and/or the M.B.A. director in advance to discuss whether the student must need to take the course in the following semester.

### **Requirements**

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

Requirements: BLAW 530, FINA 510, MGMT 512, 560, 580 or 582, 600, 652, 662, 672, 680, six credits of ACCT, BLAW, CISS, ECON, or MGMT at the graduate level

Health care management emphasis: the above requirements, including HMGT 630 and 640 as the electives. In addition students pursuing this emphasis must focus their research project on a topic related to health care.

#### **Daytime M.B.A. (4+1 B.B.A.)**

Requirements: BLAW 550, FINA 510, MGMT 515, 525, 530, 550, 560, 580 or 582, 600, 675, 681

### **Faculty and Program Personnel**

#### **Rochelle Brooks**

*Associate Professor*

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

#### **Leanne Hedberg Carlson**

*Coordinator, Master of Business Administration/Instructor*

B.S., Old Dominion University; M.B.A., Viterbo University

#### **Sara Schwarz Cook**

*Assistant Dean, Dabl School of Business/Director, Master of Business Administration/Associate Professor*

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

#### **Kem Gambrell**

*Assistant Professor*

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

#### **Karen Gleason**

*Adjunct Professor*

B.S.N., M.S., Winona State University; Ed.D., Saint Mary's University of Minnesota

**Thomas E. Knothe***Dean, Dahl School of Business/Associate Professor*

B.S., Viterbo University, J.D., Willamette University College of Law

**Richard Kyte***Director, D.B. Reinhart Institute for Ethics in Leadership/Associate Professor*

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

**James Murray***Adjunct Professor*

B.S., University of Wisconsin-La Crosse; M.A., University of Notre Dame; Ph.D., Indiana University

**Alissa Oelfke***Assistant Professor*

B.S., Marquette University; M.B.A., Viterbo University

**J. Todd Ondell***Assistant Professor*

B.S., University of Wisconsin-Madison; M.Ed., University of Florida; Ed.D., Indiana University

**John Robinson***Assistant Professor*

B.S., Brigham Young University; Ph.D., Arizona State University

**Paul Robinson***Assistant Professor*

B.B.A., University of Wisconsin-Madison; J.D., Brigham Young University

**R. Jean Salk***Assistant Professor*

B.A., B.S., Evergreen State College; M.A., Ph.D., University of Minnesota

**Hajo Siemers***Adjunct Professor*

B.S., Viterbo University; M.B.A., Duke University

**Anita Wood***Assistant Professor*

B.A., Concordia College; M.B.A., Monterey Institute for International Studies

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# Education

## Mission, Vision, and Learning Outcomes

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

### Vision (who we want to become)

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

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

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

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

### Learning Outcomes

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

## School of Education History

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

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

The university is also approved by the Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools, and graduate-level licensures in Principal (51), Early Childhood Education (70-777), Director of Instruction (10), Director of Special Education and Pupil Services (80), School Business Administrator (08), Reading Teacher (316), Reading Specialist (17).

Viterbo University is approved by the Iowa State Board of Education for the K-12 Principal licensure (189) and is approved by the Iowa Board of Educational Examiners to offer the following endorsements: Early Childhood (106), Middle School (182), Reading Teacher (148, 149) and the Reading Specialist (176), and Talented and Gifted (107).

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

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

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

## Conceptual Framework

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

## Philosophy of the Viterbo Program

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

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

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

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

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

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

## Accreditation

Viterbo University undergraduate and graduate programs in education are accredited by the National Council for Accreditation of Teacher Education (NCATE); 2010 Massachusetts Ave. NW, Suite 500; Washington, DC 20036; 202-466-7496; [www.ncate.org](http://www.ncate.org).

The education program is approved by the Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools and for the training of veterans. The Iowa Educational Leadership Program is approved by the Iowa State Board of Education and other endorsement programs are recognized by the Iowa Board of Educational Examiners.

## Admission (Master of Arts in Education)

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

### Application Requirements and Procedures

Applicants should complete the online application form along with:

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

### Admission Criteria

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

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

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

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

## Policies

Students register for Wisconsin graduate courses by calling 1-888-484-0011 or calling the Wisconsin program coordinator for online courses. Students register for Iowa courses with the off-campus coordinator. The Iowa and Wisconsin phone numbers and addresses are below:

- Viterbo University campus; 900 Viterbo Drive, La Crosse, WI 54601; 888-484-0111 (registration voice); 608-796-3050 (registration fax)
- Wisconsin Program Coordinator; Viterbo University; 2323 S. 109th St., Suite 375; West Allis, WI 53227; 414-321-4210 or 1-800-234-8721; 414-321-9113 (fax)
- Iowa Program Coordinator; Viterbo University; 4949 Westown Parkway, Suite 195; West Des Moines, IA 50266; 515-224-5944 or 888-235-2200; 515-224-4862 (fax); [gradiowa@viterbo.edu](mailto:gradiowa@viterbo.edu)

Admission to the master's degree program does not assure acceptance to candidacy for the degree. To be eligible for degree candidacy the applicant must have been successfully admitted into the program and successfully completed the following requirements:

- core coursework (EDUC 600, 601, 602, 603 or 715, 604)
- written comprehensive exam taken online
- at least 21 elective graduate credits

Students must have a minimum 30 graduate credits completed in order to attend Proseminar (EDUC 604). This allows the student to present his/her research and participate in commencement with the understanding that the remaining credits will be completed after Proseminar.

Degrees are conferred in August as Proseminar is a summer course. If the student completes credits required for the degree after the summer session, the degree will be conferred as of the term of the completion of the credits.

The written comprehensive examination is taken after the student has completed EDUC 600, 601, 602, and 603 or 715. This is usually done during the year prior to enrollment in Proseminar (EDUC 604). The written comprehensive examination provides the candidate with an opportunity to process and articulate the experiences and knowledge gained during the course of study. A candidate could earn a pass, rewrite, or fail status on any part of the comprehensive examination. In the case of a rewrite, the student will be allowed an opportunity to retake the failed section(s). In the case of a failed question, the student will be given an additional question for each failed answer. Examination dates are announced each year by the Office of Graduate Programs in Education and are available on our website: [viterbo.edu/mae](http://viterbo.edu/mae).

A student must have a cumulative grade point average of 3.0 to earn the Master of Arts in Education degree, and a grade of C or higher earned in all Viterbo University coursework.

All requirements for the master's degree must be completed within seven years from the date of application to the graduate program.

### Transfer Credit

A student may request to transfer up to 12 semester credit hours which will be applied to a graduate degree program. Transfer credits must be graduate credits taken from a regionally accredited institution of higher education, completed within 10 years of application, taken after completion of an undergraduate degree program, and be assigned a grade of B or higher. (The 10 year limit applies to all graduate credits, including Viterbo University coursework.) Credits from other institutions taken prior to admission to the graduate program will be reviewed for transfer into the masters degree. The director of graduate programs in education will also review transfer requests made by students already accepted into the program who wish to take credits from other institutions. Students who wish to transfer credits to the Viterbo Master of Arts in Education program must have the appropriate official graduate transcripts sent directly to the director of graduate programs in education. Upon completing the review of the education-related courses, the student will be sent a transfer verification letter from the registrar's office listing which, if any, courses will be allowed to transfer to the Viterbo University Master of Arts in Education program. Final decisions on course transfer requests are made at the discretion of the director of graduate programs in education.

### Calendar

#### 2012

Session I: Monday, June 18–Thursday, July 3

Proseminar: Monday, July 9–Friday, July 13

Commencement: Friday, July 13, 2 p.m., La Crosse Center

#### 2013

Proseminar: Monday, July 8–Friday, July 12

Commencement: Friday, July 12, 2 p.m., La Crosse Center

### Requirements

Requirements: 36 credits, including EDUC 600, 601, 602, 603 or 715, and 604; written comprehensive exam taken online. [www.viterbo.edu/mae](http://www.viterbo.edu/mae)

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

Requirements: 36 credits, including EDUL 603, 604, 606, 607, 608, 609, 610, 611, 613, 614, 615, 616, 617, 618, 619, 620

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

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

Requirements: 36 credits, including EDUC 601, 602, 604, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 767

[www.viterbo.edu/prlicense.aspx?photoid=50418&id=10188](http://www.viterbo.edu/prlicense.aspx?photoid=50418&id=10188)

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

Requirements: 36 credits, including EDUC 601, 602, 604, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 704, 768

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

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

Requirements: 36 credits, including EDUC 601, 602, 604, 608, EDUL 634, 635, 636, 637, 638, 639, 640, 651, 654, 655, 769

[www.viterbo.edu/directorservices.aspx?photoid=50488&id=39014/](http://www.viterbo.edu/directorservices.aspx?photoid=50488&id=39014/)

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

Requirements: 36 credits, including EDUC 601, 602, 608, EDUL 635, 637, 660, 661, 662, 663, 664, 665, 770

[www.viterbo.edu/prlicense.aspx?photoid=50418&id=10188](http://www.viterbo.edu/prlicense.aspx?photoid=50418&id=10188)

**Licensure/Endorsement/Certificate Programs****Reading Licensures**

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

**Wisconsin Reading Teacher License (WI 316)**

Requirements: 19 credits, including EDUC 529, 580, 605, 640, 650, 681, 789

A portfolio is a requirement for the 316 reading teacher license. [www.viterbo.edu/316reading](http://www.viterbo.edu/316reading)

**Iowa Reading Teacher Endorsement (IA 148)**

Requirements: 24 credits, including EDUC 519, 542, 550, 568, 605, 640, 650, 681, 789

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

**Iowa Reading Teacher Endorsement (IA 149)**

Requirements: 24 credits, including EDUC 518, 520, 542, 551, 568, 605, 640, 650, 789

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

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

Note: A Master of Arts in Education degree is required of all reading specialist candidates. Reading specialist candidates must have completed the WI 316 or IA 148/149 reading licensure program.

Requirements: nine credits, including EDUC 639, 780, 785, 801

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

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

\* Iowa reading specialist candidates must meet the Iowa rules which call for an Iowa reading endorsement, a master's degree, and an additional nine hours of the specialist courses.

For information on the Iowa reading endorsements and the Iowa middle level endorsement programs, email [gradiowa@viterbo.edu](mailto:gradiowa@viterbo.edu).

### **Literacy Coaching Certificate**

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

- The Viterbo literacy coaching certificate (non-licensure) program is team taught by experts in the field of literacy. It consists of nine credits: six coursework credits (EDUC 769, 771) and three practicum credits (EDUC 772).

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

### **Wisconsin Educational Leadership Programs**

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

Students may also combine the license programs with a Viterbo Master of Arts in Education degree. A 24-credit principal's license only, a 33-credit director of special education and pupil services license only, a 27-credit director of instruction license only, a 24-credit school business administrator program license only or a 24-credit superintendent license only are available for those who already have an education-related master's degree. The educational leadership program admission criteria include a minimum of three full-time years' experience as a classroom teacher. School psychologists, school social workers, and school guidance counselors must have a minimum of 540 hours of classroom/large group experience at the time of licensure application. Superintendent candidates must hold a principal's license. A portfolio is required within six months of completion of the final course.

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

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

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

[www.viterbo.edu/prlicense.aspx?photoid=50418&id=10188](http://www.viterbo.edu/prlicense.aspx?photoid=50418&id=10188)

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

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

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

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

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

[www.viterbo.edu/directorservices.aspx?photoid=50488&id=39014/](http://www.viterbo.edu/directorservices.aspx?photoid=50488&id=39014/)

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

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

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

**Superintendent (WI 03)**

Requirements: EDUC 750, 756, 757, 765, 777, 792, EHTL 531, 532

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

**Iowa Educational Leadership Program**

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

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

Requirements: 36 credits, including EDUC 719, 803, 804, 805 (three total credits), 806, 807, 808, 809, 810, 811, 812, 813

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

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

Viterbo University offers a post-baccalaureate teacher licensure program. It consists of accelerated units of graduate level instruction for individuals who have completed a bachelor's degree or master's degree and wish to teach in a middle/secondary school and apply for a Wisconsin teaching license. After completion of the post-baccalaureate licensure program, completers may use up to 21 credits of eligible graduate level courses as electives required for degree candidacy in the Viterbo University Master of Arts in Education program.

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

All education and content area classes considered for use in the program must have been taken from a regionally accredited institution of higher education, completed within seven years from the date of application to the program. The School of Education reserves the right to extend the timeframe in special circumstances.

Requirements: EDUP 506, 515, 516, 520, 530, 550, 559 or 563, 582, 590; a methods course (art, broad field social studies, business education, English, mathematics, music, science, Spanish, technology education, or theatre) is also required. Successful completion of a portfolio, Praxis exams, and field work is also required.

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

**Wisconsin Early Childhood Education Teacher Licensure**

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

Requirements: EDUC 681, 871, 872, 873, 874, 875, 876, 877, 882

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

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

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

Requirements: EDUC 681, 853, 854, 855, 856, 857, 858, 871, 872, 873, 874, 875, 876, 877

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

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

Requirements: EDUC 516, 531, 628, 776

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

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

Requirements: EDUC 540, 541, 543, 544, 545

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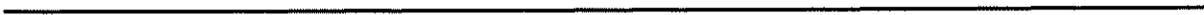
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B.S., University of Wisconsin-Platteville; M.S., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Madison

B.A., J.D., University of Wisconsin-Madison



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# Mental Health Counseling

## Mission

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

## Goals

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

## Graduate Learning Outcomes

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

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

## Certifications/Licensures

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

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

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

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

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

#### **Admission Criteria**

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

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

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

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

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

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

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

Program staff will notify students of their status in the Professional Sequence.

### **Appeal Process**

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

### **Professional Development Activities and Standards**

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

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

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

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

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

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

### **Appeal Process**

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

## **Policies**

All students are required to complete 60 credits and maintain a 3.0 grade point average to be awarded the Master's Degree in Mental Health Counseling. Those credits include core courses to be completed by all students, as well as electives to fulfill requirements of one of the program's specialty certification programs. The core courses will include practicum experiences and research activities. Initial contacts with one's academic advisor will focus on developing an academic plan.

## **Requirements**

Requirements: COUN 510, 520, 530, 540, 550, 560, 570, 580, 590, 630, 640, 650, 675, 680, 690, six credits of 695; one of the below specialty areas (six credits)

- Complementary Wellness and Spiritual Health, COUN 581, 582
- Child and Adolescent Counseling, COUN 572, 573
- Addiction Counseling, COUN 591, 592

## **Faculty and Program Personnel**

**Debra Murray**

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**Gary Robbins**

*Visiting Assistant Professor, Psychology*

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

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# Nursing

## Mission

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

## Graduate Learning Outcomes

This program will prepare nurses in advanced professional roles who will:

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

## Curriculum

The curriculum will prepare graduates for advanced nursing roles that enhance the standard of practice in a variety of settings. Depending on the plan of study chosen, graduates may function as nurse practitioners, educators, and in other leadership roles requiring expanded knowledge and skills. The curriculum is a 38–58 credit program offering core courses and a choice of three tracks: adult-gerontological nurse practitioner (AGNP), family nurse practitioner (FNP), or nurse educator. The degree can be accomplished in three years of study with lighter than average credit loads considered full-time (typically six to seven credits/semester; for the FNP more credits in some semesters is necessary). Options to shorten or extend this time period may be possible. Total credits and clinical hours needed for graduation vary according to choice of tracks. Classes are normally scheduled one day a week. Clinical practicums require additional time and can be done in the student's home area if possible. Partially online course format is utilized. During the first year approximately one-half of the class days are online, thus reducing the number of campus visits necessary. During the second and third year online schedules will vary depending on the track.

Post-MSN certificate programs are abbreviated programs of study for a specific role preparation. These programs are available for each track.

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

## Accreditation

The School of Nursing is approved by the Wisconsin State Board of Nursing; P.O. Box 8935, Madison, WI 53708; 608-266-2112; [web@drl.state.wi.us](mailto:web@drl.state.wi.us); and accredited by the Commission on Collegiate Nursing Education; One Dupont Circle, NW, Suite 530; Washington, DC 20036; 202-887-6791; 202-887-8476 (fax); [www.aacn.nche.edu/accreditation](http://www.aacn.nche.edu/accreditation).

Viterbo University holds membership in the:

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

## Admission

To apply for the Master of Science in Nursing program, the applicant must have graduated with a bachelor's degree in nursing from a regionally and NLN-AC or CCNE accredited school and have a cumulative grade point average of 3.0 or greater on a 4.0 scale. Applicants with a lower GPA will be considered on an individual basis. Recent professional RN practice is preferred and recommended. Access to a high functioning personal computer and the Internet is required.

### Application Requirements and Procedures

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

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

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

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

### Additional Prerequisites Necessary for the Nurse Practitioner Tracks

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

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

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

### Admission Process

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

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

#### **Provisional Admission**

Occasionally a student does not meet the admission criteria in all respects, but shows promise of the ability to be successful in graduate school. In this case, the student may be admitted to the MSN program on probation. After two semesters of achieving a B or better in all courses, the probation status will be discontinued. If unable to meet this criterion, the student will be required to withdraw from the program.

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

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

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

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

#### **Required Background Check**

Federal and state statutes require that criminal background checks be completed for all persons who provide nursing care for others or who have access to people who receive care. Clinical agencies prohibit placement of students with criminal histories of specific crimes and offenses that have been identified by the state of Wisconsin or others as bars to employment or licensure (such as abuse, assault, or neglect). The School of Nursing requires that all students complete a background information disclosure statement and a criminal

history search. Individuals whose background check identifies bars to the provision of care in contracted agencies or places restrictions on client contact will not be allowed to progress in the program.

#### **Policy and Guidelines Applying to Non-Discrimination on the Basis of Disabilities**

The School of Nursing supports the Viterbo University policy and guidelines relating to the non-exclusion of qualified students from university programs solely by reason of disability. To meet the requirements of and to successfully participate in the MSN program at Viterbo University, a student must be able to perform skills which are essential to advanced nursing roles. While Viterbo University will provide reasonable accommodations in certain course requirements to assist a special needs student to meet certain course outcomes, there are some essential skills for which there are no known substitutes. The applicant to the MSN program and the student throughout the program must be able to meet the requirements of the track chosen. Accordingly, these specific requirements may vary somewhat.

#### **Transfer Credits Upon Admission**

Individual consideration will be granted in the awarding of transfer credits. Up to one third (13–19) of the total track's credits may be transferred from another program and utilized to meet the MSN requirements of Viterbo University if equivalent. In order to be considered for transfer, the grade earned must be at least a B. Transfer credits must be graduate credit taken from an accredited institution of higher education completed within the last five years and equivalent to the course it is replacing in the requirements at Viterbo. Courses older than five years may be given credit based on individual review. Students who wish to transfer credits must have an official transcript sent to the director of graduate nursing program. Courses will be evaluated for equivalency and written notification of acceptance of transcript credit will be provided to the student by the director.

#### **Transfer Credits After Admission**

The faculty of the Viterbo University MSN program has carefully planned and developed a curriculum to meet the needs of the potential graduates of the specialty tracks. The content for the curriculum was designed for the curricular and graduate outcomes unique to this program and the specific role preparation. In view of the connection of the curriculum to the desired outcomes and the quality of the graduate, once a student has begun classes as a degree-seeking student in the Viterbo University MSN program, all classes in the core and specialty curricula (excluding electives) must be taken at Viterbo University. Graduate credits earned prior to beginning classes at Viterbo University will be evaluated for transfer and awarded if equivalency is ascertained by the graduate program director. Note: This policy is not applicable to post-MSN students whose plan of study will be determined on an individual basis.

#### **Time for Completion of the Master's Degree**

Six credits per semester is considered full-time study. The standard program can be completed in three years. It is expected that students will complete the program within three to five years. Part-time students are expected to follow a plan of study that can be accomplished in five years or less. Time spent as a non-degree student does not count toward the five-year completion period, but students will be subject to the catalog/curriculum requirements in effect at the time they become degree seeking. All full-time and part-time degree-seeking students who have not been granted a leave of absence must register each semester until all degree requirements are completed.

#### **Practicum/Clinical Experiences**

Prescribed numbers of clinical hours have been incorporated into the various plans of study available within the graduate nursing program. Students must have an RN license for the state in which the clinical site is located. The number of clinical hours varies depending on the track chosen. A ratio of four clock hours to one didactic hour per week is used; therefore one credit of practicum credit is 60 hours of clinical. The student may receive a grade for clinical practicum experiences, a B or better is required for progression. Receiving C or below may contribute to a decision to dismiss a student from the program or specific remediation procedures.

## Scholarly Project

Each MSN student will conduct a scholarly project over one 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 a project advisor who will offer assistance, critique, and expertise. The student will receive a grade at the end of each semester of registration. B or better indicates satisfactory progress. Students are required to present their project work via poster presentation and submit a bound written copy.

## Electronic Portfolio

Each MSN student will be required to develop and maintain an electronic portfolio during the course of the graduate studies. This portfolio will serve as documentation of individual accomplishment and also will be used for program assessment purposes.

## Program Tracks

### Adult-Gerontological Nurse Practitioner

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

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

### Advanced Clinical Nursing

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

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

### Family Nurse Practitioner

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

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

### Nurse Educator

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

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

## Post-MSN Certificate Programs

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

### Nurse Educator

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

### Adult-Gerontological Nurse Practitioner

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

### Family Nurse Practitioner

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

## Faculty and Program Personnel

### Judy Anderson

*Professor*

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

### Dorie Vaughn Beres

*Adjunct Faculty, Professor Emerita*

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

### Karen Briggs

*Adjunct Professor*

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

### David Chakoian

*Adjunct Professor*

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

### Julie Clements

*Assistant Professor*

B.S.N., Viterbo University; M.S.N., Winona State University

### Cathy Ford

*Adjunct Professor*

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

### Adam Gregg

*Adjunct Professor*

Dr. of Pharmacy, Drake University

**Peggy Haggerty***Adjunct Professor*

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

**Jackie Kuennen***Professor*

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

**Bonnie Nesbitt***Assistant Dean, Graduate Programs in Nursing/Professor*

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

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

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

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

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

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# Servant Leadership

## Mission

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

## Goals

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

## Graduate Learning Outcomes

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

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

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

Various educational methodologies appropriate to the adult learner with life and professional experience are incorporated into the curriculum plan. Attempts have been made to facilitate study while maintaining the demands of family and professional roles.

## Admission

### Application Requirements and Procedures

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

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

An official transcript documenting a baccalaureate degree earned from a regionally accredited institution must be requested and sent directly from the institution to Viterbo University. The transcript must be sent directly, not submitted with the above or hand carried to Viterbo University.

### Admission Criteria

Admission to the program is determined after review of the above materials. The following guidelines will be used to determine admittance:

- Applicants should have maintained a GPA of 2.7 in undergraduate studies.
- Applicants should demonstrate leadership and service experience in addition to receiving their undergraduate degree.
- The letter of recommendation should demonstrate that the candidate has been or can be a servant leader.

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

### Transfer Credit

Participants may transfer up to one-third of the program credits (10 of 32) taken within the last 10 years into the servant leadership program. Requests to transfer credits should be directed to the director of the program.

### Portfolio

Credits may be awarded for significant, relevant, previous experiences that bear directly on being a servant leader in the workplace or ministry. The portfolio is a participant's self-prepared record of prior learning in the areas of professional training or personal and professional experiences.

All portfolios will be prepared in close consultation with an advisor. After portfolio(s) for credit have been prepared, the participant will present the portfolio to two faculty members and his or her advisor for approval of credits. All portfolios for credit will then be submitted for final approval to the academic vice president.

### Portfolio Examples

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

- a thorough outline and description of the youth program's goals, implementation, and evaluation;
- a position paper describing why the program was significantly new and different from other programs;
- an explanation of how the work on this youth program fulfills the stated mission and objectives of the Master of Arts in Servant Leadership program;
- the scope of the program vis-à-vis time requirements, numbers of people involved, and so on;
- commentary by an observer or evaluator of the program;
- a summary integration paper reflecting on the experience;
- an article about the program that may be submitted to a newspaper.
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Example 2: A participant in the spiritual direction preparation program at the Franciscan Spirituality Center in La Crosse who wanted credit by portfolio for completion of the three-year training might include these parts to his portfolio:

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

## Practicum

The practicum offers participants the opportunity to apply the skills and learning from their coursework. The nature of the practicum will depend on the participant's interests, goals, and preparation. Participants will select and craft their practicum in close consultation with their advisor. This experience should lead the participants to create new programs, try new approaches to problems, or take a fresh look at challenging situations that confront them as servant leaders who are trying to draw others to foster the common good. The practicum will be completed through an independent study contract.

## Determining Credits for Contracts, Portfolios, and the Practicum

Two standard criteria apply to determining credits:

1. The university grants one graduate credit when there are 15 contact or classroom hours and a minimum of two hours of outside, non-classroom, or non-contact work for each of the 15 contact hours: in other words 15 classroom hours + 30 non-classroom hours (reading, research, writing, etc.) = 45 hours = 1 graduate credit. Thus, for two credits, 90 hours of work would be required. So, for example, if a participant wants to include two seminars of 10 hours each for a total of 20 hours into a two-credit contract, she or he would need to include at least an additional 70 hours of non-seminar work.
2. For the practicum in which experience is the primary method of learning, 60 hours of work is needed to be granted one credit. To gain one credit for a practicum in pastoral ministry requires that the participant work 60 hours in supervised ministry.

## 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.

## Cooperating Programs

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

- **The Spiritual Direction Preparation Program at the Franciscan Spirituality Center in La Crosse**  
Those interested in preparing for the ministry of spiritual direction may wish to earn elective credits by portfolio by participating in this program. Contact the director, Spiritual Direction Preparation Program; Franciscan Spirituality Center; 920 Market Street; La Crosse, WI 54601; 608-791-5295.
- **The Diocesan School of Biblical Studies**  
Anyone who wishes a concentration in Biblical studies may want to consider participating. The full program takes four years to complete, but portfolio credits may be earned for each year completed. For more information, contact Rev. Mark Pierce, Diocesan School of Biblical Studies, Roncalli Newman Center; 1732 State Street; La Crosse, WI 54601; 608-784-4994.
- **Clinical Pastoral Education at Franciscan Skemp Healthcare**  
Those seeking to prepare for ministry, especially in health care, may want to consider earning units through this program. Contact Franciscan Skemp Healthcare; Clinical Pastoral Education Programs; 526 South 10th Street; La Crosse, WI 54601; 608-791-9444, ext. 4836 or 800-362-5454, ext. 4836.
- **The Growth Coach** serves as a resource for helping business owners, the self-employed, and professionals from across all industries, both public and private, to become more focused, effective, and strategic in their professional and personal lives. This professional coaching program includes quarterly retreats over the course of a year, as well as one-on-one contact with your coach between sessions. Contact JFK Associates, Inc.; 5th and Main Place; 500 Main Street; Suite 101; La Crosse, WI 54601; 608-787-5771.

## Requirements

Requirements: 32 credits, including SVLD 601, 602, 603, 604, 605, 610; 15 credits chosen from SVLD 555, 588, 650, 651, 653, 655, 657, 786, EDUC 603, 608, 722, ETHL 531, 532, MGMT 512, 530, NURS 515, or 675.

## Faculty and Administrative Personnel

### Matthew Bersagel Braley

*Coordinator, MA in Servant Leadership/Assistant Professor*

B.A. Luther College; M.A., United Theological Seminary

### Georgia Christensen, FSPA

*Dean, School of Graduate, Professional, and Adult Education/Associate Professor*

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

### Barbara Gayle

*Academic Vice President/Professor*

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

### Richard Kyte

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

*Associate Professor*

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

### Rev. William Reese

*Associate Professor*

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

### Glena Temple

*Dean, School of Letters and Sciences/Professor*

B.S., Allegheny College; Ph.D., University of California, Riverside

### Thomas Thibodeau

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

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



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# Other Graduate Offerings

## **Certificate in Community Interpreting**

### **Mission**

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

### **Goals**

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

### **Objectives**

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

### **Eligibility**

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

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

### **Requirements**

- INTP 501, 544, 552, 556, 581

## **Ethical Leadership in Organizations**

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

### **Policy**

Students interested in pursuing the Certificate in Leading Ethical Organizations or interested in enrolling in ETH 531 or 532, must apply to the certificate program. The application form must be accompanied by a resume.

To enroll in coursework in the Certificate in Leading Ethical Organizations, a student must possess a bachelor's degree from a regionally accredited institution.

Viterbo University recognizes that the range and intensity of one's training and accomplishment (professional experience, training, etc.) may be comparable to those individuals holding a bachelor's degree and may waive the requirement of a bachelor's degree for enrollment into the certificate courses. The director of the program will make this determination based on the applicant's resume. The resume is provided at the time of application to the certificate program.

Students granted a waiver of the bachelor's degree requirement will enroll in coursework on a credit/no credit basis, and must register as such each semester per the credit/no credit policy. The use of these credits (courses) in a Viterbo University master's program will be up to each specific master's program. Students who have already taken two of the elective courses listed may earn the certificate by completing ETHL 531 and 532.

Students who complete the certificate prior to entering a Viterbo University master's degree program or who earn the certificate concurrent with a master's degree program may use the ETHL towards master degree requirements under the following parameters:

- Students in the Master of Arts in Education (general track) program may use both ETHL courses as elective credit toward the MAED degree.
- Students in the Master of Arts in Servant Leadership program may use both ETHL courses as elective credit toward the MASL degree.
- Students in the Master of Business Administration program may use one ETHL course as elective credit toward the MBA degree.
- Students in the Master of Science in Nursing program where elective credit is available, may use both ETHL courses as elective credit towards the MSN degree.

**Requirements**

Requirements for the certificate: a minimum of 10 credits, including ETHL 531, 532; and two courses selected from  
EDUC 608, 722, MGMT 512, 524, 530, NURS 515, 675, SVLD 601, 603, 604, 650, 653, 657

**Other Offerings**

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



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## Course Descriptions

### Courses

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in existing coursework are initiated by respective departments or programs.

**Accounting (ACCT)*****550 – Fraud Examination, 3 Cr.***

Study of fraud prevention, detection, and investigation. Topics include the fraud triangle, procedures that can be implemented to prevent fraud, types of fraud committed against the organization, types of fraud committed on behalf of the organization, techniques for determining the presence of fraud, and methods for investigating fraud.

**Business Law (BLAW)*****530 – Ethical and Legal Decision Making, 3 Cr.***

Examination of the legal, ethical, and regulatory issues involved in business practice. In addition to exploration of business law, learners develop practical tools to handle moral dilemmas in the workplace and in the world.

***540 – Legal, Ethical, and Global Environment of Business, 3 Cr.***

Examination of the legal, ethical, and regulatory issues involved in integrating practical business practices for tomorrow's business managers. Restricted to students in the Master of Business Administration program.

***550 – Legal Aspects of Financial and Commercial Transactions, 3 Cr.***

This course examines legal issues encountered in conducting financial and commercial business transactions. Students will gain knowledge to prepare them to participate in these transactions, particularly with regard to financial and accounting aspects of the transactions. Topics include laws relating to business organizations, sales, environmental regulation, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and accountants' legal liability. (Cross-listed with BLAW 450)

**Computer Information Systems (CISS)*****602 – Aligning Technology with Organizational Strategy, 3 Cr.***

This course focuses on aligning information systems with organizational goals and leveraging technology to gain or sustain competitive advantage. Students gain executive level understanding of infrastructure and technology pertaining to strategic uses of information. Additional topics include outsourcing, globalization, project management, systems integration, security, and ethics.

**Counseling (COUN)*****510 – The Counseling Profession and Ethics, 3 Cr.***

This course equips the entry-level counselor with an introduction to the profession of counseling and its history. It will explore the professional roles, organizations, training, and credentialing standards of the profession as well as the ethical, legal and professional issues facing counselors today and in the future. This course will also stimulate students' self-awareness of personal, values, and multicultural issues concerning ethical decision-making.

***520 – Multicultural Perspectives and Counseling, 3 Cr.***

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

***530 – Human Development in Social Context: Lifespan Counseling, 3 Cr.***

This course provides an overview of theory and research related to human growth and development over the lifespan. The course provides specific developmentally appropriate interventions and culturally sensitive developmental assessments supported by research that are designed to enhance the growth and development of clients who seek counseling services. Students also will engage in experiential activities designed to enhance their own growth and development.

***540 – Theories of Mental Health Counseling, 3 Cr.***

The course examines the philosophical bases of the helping processes as well as major contemporary counseling theories and their application in individual and group counseling and in family systems counseling. It is designed to aid students' development of a personal counseling theory toward developing therapeutic relationships, counseling goals, intervention strategies and client outcome evaluation. Prerequisite: 510

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

The purpose of the course is to introduce students to career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling as well as the social contexts of career development, and how these contexts can be integrated with existing career theory. Prerequisite: 530

***560 – Testing and Assessment in Counseling, 3 Cr.***

The course provides an overview to the basic principles of assessment in counseling, focusing on test and non-test appraisal instruments and development of diagnostic skills. The course includes selection, use, and interpretation of instruments appropriate for appraisal of individuals and families. Attention is given to development of clinical documentation skills with a variety of populations. Prerequisite: 510.

***570 – Couples and Family Counseling, 3 Cr.***

An overview of various family forms, the family life cycle, and healthy family functioning will be provided, followed by a review of the major theories of systemic family therapy. Basic family therapy process and outcome research will be reviewed. The code of ethics will be applied to clinical ethical dilemmas. A role play format will be used to practice basic therapy counseling skills. Prerequisite: 540.

***571 – Techniques in Counseling Children and Adolescents, 3 Cr.***

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

***572 – Play and Art Therapy, 3 Cr.***

An introduction to the field of play therapy working with children, adolescents and adults. Emphasis on the history of play therapy, its primary theoretical models, and general applications will be explored. Prerequisite: 530.

***580 – Wellness Counseling and Spiritual Health, 3 Cr.***

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

***581 – Promoting Healthy Lifestyle Choice and Interventions, 3 Cr.***

This course provides the student with a general overview of the physical, social, emotional, intellectual, spiritual and environmental dimensions of health and their applications to personal wellness. The focus of this course will be on the knowledge and skills necessary for the promotion of positive lifestyle choices integrating wellness and resilience.

***582 – Integrative Holistic Medicine, 3 Cr.***

The purpose of this course on Alternative Medicine is to explore complementary and alternative healing practices emphasizing patient/client counseling and education about mind-body approaches, complementary therapies, health promotion, disease prevention and wellness. The course seeks to prepare mental health counselors with assisting individuals, families, and groups with achieving a level of health and well-being that reaches beyond merely the absence of disease. Prerequisite: 580.

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

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

**591 – Substance Abuse Disorders Counseling, 3 Cr.**

This course addresses the personal, social, emotional, physiological, and environmental factors related to substance abuse disorders. Evaluations, diagnosis and treatment methods for substance use disorders, as well as co-occurring disorders will be examined. Professional, ethical, and legal issues unique to this population will be addressed. Prerequisite: 590.

**592 – Fieldwork in Substance Abuse Disorders, 3 Cr.**

This course provides practice and fieldwork in the areas of prevention, assessment, intervention and treatment of substance abuse disorders with an emphasis on evidence-based individual and group methods. education, Specific topics covered include dual diagnosis, risk assessment, crisis intervention, and issues related to diagnosis and treatment in multicultural populations. Prerequisite: 590.

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

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

**640 – Psychodiagnostics and Treatment Planning, 3 Cr.**

This course will prepare the masters level professional in a variety of diagnostic procedures and processes. The areas covered include but are not limited to structured and unstructured interview formats, mental health screening and diagnostic protocols, mental status examinations, for suicidal and homicidal risk assessment, and substance abuse screening will be reviewed for use in assessment and treatment planning. Multicultural and diversity issues in diagnosis will also be reviewed. Prerequisites: 520, 560.

**650 – Psychopharmacology for Counselors, 3 Cr.**

This course is designed to acquaint counseling students with the fundamentals of psychoactive drugs and their use, effects, and potential for abuse. The neural mechanisms of drug action, along with the physical and behavioral consequences of use and abuse, are explored. Emphasized concepts include the physiological and psychological mechanisms of addiction, tolerance, and withdrawal. Basics of pharmacology, adverse effects, indications, and drug interactions will be examined. Boundaries of practice and practical issues of assessment and referral will be covered. Prerequisite: 590

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

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

**675 – Techniques of Counseling, 3 Cr.**

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

**680 – Group Counseling, 3 Cr.**

This course explores the theory, practice and ethics of group counseling while providing students supervision in the development and application of group counseling skills. Students will acquire knowledge through practical and theoretical activities to gain the ability to articulate theory and group process. Prerequisite: 675.

**690 – Counseling Practicum, 3 Cr.**

The purpose of the course is to enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision, and classroom interaction. The application of counseling theory and techniques will occur with clients in a supervised lab in preparing supervisees for internship and their development as independent professional counselors. Prerequisites: 660, 675.

**695 – Counseling Internship, 3 or 6 Cr.**

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

**Economics (ECON)****610 – Global Business Cycles and Economic Policy, 3 Cr.**

How do economic recessions and expansions start? What causes recessions to deepen and expansions to accelerate? What are appropriate and effective government policies to fix economic problems? This course examines answers to these questions in the context of a global economy. Learners consider benefits and costs of creating a more globally integrated economy, discover how business cycles in different countries are related to another, and examine how U.S. economic fluctuations and policy responses depend on changes in the global economy, resulting in a toolkit to make predictions about changes in economic outcomes such as consumer spending, production, unemployment, and inflation.

**Education (EDUC)****504 – Strategies for an Energized Classroom, 3 Cr.**

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

**513 – Supervision for Cooperating Teachers, 1 Cr.**

This course includes a study of the role of the supervising teacher in the student teaching program. Attention will be given to the development of understandings and skills essential in working effectively with student teachers and in improvement of instruction.

**514 – Mentoring, 2 Cr.**

Mentoring of new teachers is a critical component of keeping good teachers in the profession. A good mentor and a good mentoring program allow a new teacher to gain new and improved skills that will make them a better educator. In this course you will learn what skills are necessary to be a good mentor and what components make up a quality mentoring program. You will have an opportunity to examine if you have what it takes to be a good mentor.

***515 – Team Building with Students, 3 Cr.***

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

***516 – Middle School Field Experience, 2 Cr.***

Supervised middle school clinical experiences with emphasis on the infusion of the experience with the growth and development of the middle school age child, middle school design, curriculum, instruction, and assessment and literacy strategies for students in grades 5-8. A minimum of 30 hours in varied middle school experiences is expected.

***518 – Foundations of Reading, 3 Cr.***

This course focuses on gaining knowledge in the psychological, socio-cultural, and linguistic foundations of the reading and writing processes and instruction. Major components of this course include phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and to effectively integrate curricular standards with student interests, motivation and background knowledge. The course also includes a review of scientifically-based research pertaining to reading, writing, and learning as well as the histories of reading.

***519 – Assessment and Treatment of Reading Difficulties (K–8), 3 Cr.***

Principles of corrective reading instruction, diagnostic instruments and procedures, effective strategies, and materials for correcting reading difficulties in grades K–8 from individual to group and from formal to informal to alternative are covered. Proficiency in prescribing and communicating corrective instructional reading and writing plans and activities to support children’s reading and writing development will be studied.

***520 – Assessment Treatment of Reading Difficulties (5–12), 3 Cr.***

Principles of corrective reading instruction, diagnostic instruments and procedures, effective strategies, and materials for correcting reading difficulties in grades 5–12 from individual to group and from formal to informal to alternative are covered. Proficiency in prescribing and communicating corrective instructional reading and writing plans and activities to support children’s reading and writing development will be studied.

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

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

***531 – Adolescent Literacy, 3 Cr.***

This course will explore the current development and practice of adolescent literacy in a changing world. Globalization means middle and high school students will find themselves in a world that requires ingenuity, imagination, and empathy, and will require employees who are willing to take risks and work cooperatively. With this in mind, this course will use a variety of texts to synthesize literacy strategies about reading, writing, speaking and thinking in the adolescent world, including how to adapt to the increase of technology in everyday use.

***535 – Multicultural Literature, 3 Cr.***

This course is designed for teachers of grades K–5 and will identify multicultural literature, which promotes multicultural teaching and learning. The purpose of this course is to involve teachers in literature, which acknowledges diverse backgrounds. Teachers will learn to use children’s literature to teach multicultural awareness. This course will emphasize activities through all areas of the curriculum including language arts, math, social studies, science, and the arts.

***536 – Fitting the Pieces Together, 3 Cr.***

This course will examine the areas of brain research, differentiation, and multiple intelligence. Overviews of each topic will be discussed with in-depth reading/discussion for participants that are not yet familiar with these topics. This course will explore how teachers can incorporate new research into already developed lesson plans. This allows teachers to feel that new information or ideas can fit into curriculum already in place, without feeling the need to “add just one more thing” to an already packed agenda. This course will allow participants to overtly plan for quality instruction using the latest educational research without feeling the need to omit current curricula.

***537 – Multicultural Approach to Teaching, 3 Cr.***

This course is designed to give teachers the opportunity to explore other cultures in order to gain a deeper understanding of the diversity within our classrooms. This course will examine multicultural literature, parental involvement, lesson planning, and hands-on experiences. This course will also examine cultural definitions and history along with belief and value systems. It will provide participants the opportunity to focus on making adjustments in curriculum and instruction in order to challenge all learners.

***538 – Creating Conditions for Learning, 3 Cr.***

Assessment, learning style, motivation, active participation, cooperative learning, brain research, multiple intelligences. This course will help educators put isolated pieces of information together in order to create conditions for learning. We will connect strategies with recent brain research and connect that to the principles of lesson design. The ultimate outcome will be increased student learning.

***539 – Literacy Links Success in K–2 Classrooms, 3 Cr.***

This course will focus on a variety of instructional strategies including sight word acquisition, phonemic awareness skills, decoding strategies, and reading fluency. We'll sample emergent guided reading lessons for K–2 and explore a variety of quality children's literature for use in a shared reading setting. Many hands-on literacy center examples will demonstrate independent student behaviors. A “Thirty Minute Model” will examine components to support struggling readers. Bring one or two literacy station strategies to share with colleagues.

***540 – Educational Strategies for the Gifted, 3 Cr.***

Educational Strategies for the Gifted will provide the opportunity to examine current trends in educational programming for the gifted and talented. Participants will examine curriculum design and development and compare effectiveness of various programming options: gifted and general education school improvement models, differentiation, collaboration, inclusion, cluster grouping, pullout and pull-in models. Classroom strategies to support qualitatively differentiated instruction will be examined, developed, and applied to current practices.

***541 – Psychology of the Gifted, 3 Cr.***

Psychology of the Gifted will provide an opportunity to examine the issues that educators need to know about the social and emotional development and needs of gifted children. Giftedness is much more than the ability to excel with grades and tests. Participants will examine varying definitions of giftedness and personal beliefs that support and advocate for gifted children or become barriers to them. This class will examine how gifted students perceive themselves, and how pressures, anxiety or outside influences impact the fulfillment of their potential. We will study what giftedness means, and consider classroom strategies for the gifted.

***542 – Teaching the Art of Writing (K–12), 3 Cr.***

The course is designed to provide teachers the opportunity to gain deeper understanding of the art of teaching writing. Current research and theory will provide a foundation of knowledge to effectively teach writing as a communication tool. Content will include the following: reading-writing-speaking connections, the stages of spelling development, the writing process, qualities of effective writing, writing conferences, and an exploration of different types of writing. As participants take on the role of a writer, connections will be made regarding how to link theory and practice to effective classroom applications.

***543 – Identification and Programming for the Gifted, 3 Cr.***

Identification and Programming for the Gifted will provide opportunities to examine the complex issues around identification of gifted students, including twice-exceptionality and English language learners. Participants will study the areas of giftedness as identified in Iowa code: general intellectual ability, creative thinking, leadership ability, visual and performing arts ability and specific ability aptitude. Participants will examine, discuss, determine, and evaluate programming models and options that best meet the needs of each of these populations of students.

***544 – Administration and Supervision of Gifted Programs, 2 Cr.***

Administration and supervision of gifted programs will provide opportunities for students to audit, examine, develop, and/or improve their written comprehensive gifted and talented program plan and programming. Participants will study their current plans, consider best practices in gifted education, analyze data, and more.

***545 – Gifted Education Internship, 3 Cr.***

Gifted Education Internship is the culmination of course work to qualify for the TAG endorsement. This internship focuses on application of best practices related to the field of gifted education. Participants will take part in 20 hours of learning and leadership experiences in multiple educational settings, supervised cooperatively by the university internship supervisor and/or an approved mentor in the field of gifted education. A minimum of 5 of the required 20 hours must be outside of participant's current grade level endorsement area. Participants will showcase their knowledge and skills acquired through their previous three required courses and the on-site clinical experiences in the internship. Internship opportunities include any administration, supervision or teaching opportunities that are components for either Iowa Code for gifted and talented programming or Gifted Education Standards from the National Association of Gifted Children. Candidates will reflect upon a minimum of 10 varied experiences. Upon completion of the internship candidates will have completed documentation showing understanding and application of each of the NAGC Gifted Education Standards and share their compilation of learning through a 20 minute presentation similar to Viterbo University's cornerstone presentations.

***550 – Children's Literature (K–8), 3 Cr.***

This course explores quality K–8 children's literature for modeling the reading and writing of varied genres, including fiction and nonfiction, technology and media-based information, and non-print materials. Various children's literature books will be used to provide motivation through the use of texts and multiple levels, broad interests, reflecting varied cultures, linguistic backgrounds, and perspectives. This course also includes helping children acquire an appreciation of literature and develop lifelong reading habits.

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

This course explores quality 5–12 children's literature for modeling the reading and writing of varied genres, including fiction and nonfiction, technology and media-based information, and non-print materials. Various children's literature books will be used.

***554 – Bullies, Victims, and Violence, 3 Cr.***

The problem of bullies and victims is universal in our schools. Often it is ignored with disastrous results. Many of the school shootings can be traced directly to this problem. Recent research of the problem shows that teachers and administrators ignore this problem. The same research also shows profiles of children predisposed to be bullies and victims. Among children predisposed are children who witness aggressive behavior in the home and children who come from schools who do not take bullying seriously. This course will offer concrete intervention strategies for both teachers and parents to stop this cycle that leads to so many serious problems in society today.

***559 – Establishing Environmental Peace and Cooperation, 3 Cr.***

Classroom community development is the emphasis of this class. Through hands-on activities, students will practice group bonding activities, assess their communication styles, produce an environmental map of their class, learn about stress on the brain, and be introduced to Love and Logic Classroom Management.

***561 – Healthy Bodies, Healthy Minds, 3 Cr.***

In this course students take a detailed, focused, research-based exploration of health, stress, diet, nutrition, and exercise. In this course we will create an assessment tool for examining students' health and diet, create an exercise plan, build a healthy diet, examine and evaluate techniques for changing and removing stressors and negatives from everyday life. This course is hands-on, current, and immediately beneficial to the teacher and the student.

***563 – Pathways to Learning, 3 Cr.***

This course is for all K–12 educators who would like to explore the possibility of creating dynamic classroom instructional strategies that will accelerate the learning of their students. This highly interactive class will apply the principles of brain-based learning, constructivism, multiple intelligences, and learning styles into the learning process. The concept of preparing a positive learning experience through the use of music, peripherals, and manipulatives will be explored.

***566 – Strategies to Inspire Active Learning, 3 Cr.***

This course offers an active practical approach that will empower teachers to have most students involved in the learning process most of the time. The focus is on intellectual as well as physical involvement with ideas and strategies to interweave with and build on current classroom practices. Strategies range from everyday instructional strategies to community building strategies and include strategies for discipline and for maintaining teacher balance. Learning how to make Action Flow Lesson Plans helps teachers to plan inspiring use of class time and is a special aid to those on block scheduling. Participants will be involved and leave this class prepared to put these active learning strategies into action.

***567 – Integrating Curriculum in Grades 4–8, 3 Cr.***

This course is designed to provide teachers with a framework for teaching in an integrated fashion. Participants will explore the fundamental aspects of integrating the curriculum including rationale, strategies, implementation, and assessment of integrated units. This is a project-centered course that will provide opportunities for participants to create an integrated unit for their own classrooms. Both teams of teachers and individual instructors will benefit from this hands-on approach to learning about integrated teaching.

***568 – Improving Oral Communication, 2 Cr.***

This course focuses on the knowledge of oral language development and the knowledge of the unique needs and backgrounds of students with language differences and delays. Effective research-based strategies and instructional technology for facilitating the learning of Standard English by all learners, including English language learners, will be covered.

***573 – Developing Character and Responsibility in the Classroom, 3 Cr.***

This course studies four models to help students build character and responsibility through exploring behavior in relationship to their developing value systems: a) Directive approach—Inculcation model; b) Mixed approach—Analysis model; c) Supportive approach—Clarification model; d) Integrated approach—Development model.

***580 – Children's and Adolescent Literature, 3 Cr.***

The development of lifelong reading habits and an appreciation of literature will be the focus of this course. Students will explore the use of literature across the curriculum and grade levels K–12. The use of literature to enhance reading skills and practice as well as to provide an appreciation for diversity will be examined.

***581 – Computer in the Teaching of Reading and Writing, 3 Cr.***

This course helps teachers plan for integrating computers into the writing and reading curriculum. It provides the opportunity to question and discuss the ideal physical environment for student productivity, the organizational and management challenges, the changing teacher role, the necessary staff training, and the appropriate hardware and software.

**583 – Student Motivation, 3 Cr.**

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

**585 – Students At Risk, 3 Cr.**

This course identifies and offers alternatives to improve success potential of at-risk children. Teachers will learn methods to match instruction with learning and teach students behaviors which strengthen self-concept. Uses team approach to problem solving. Designed for all school personnel.

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

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

**594 – Learning Styles, 3 Cr.**

This course examines specific methods for identifying learning styles and how to design activities and instructional approaches to accommodate each style. Designed for all grade level teachers.

**595 – The Exceptional Student in the Regular Classroom, 3 Cr.**

This course provides a foundation for educational partnerships between regular and special educators. It offers new and innovative ways to jointly meet the needs of special students.

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

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

**601 – Educational Research I, 3 Cr.**

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

**602 – Educational Research II, 3 Cr.**

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

**603 – Mission of Teaching, 3 Cr.**

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

**604 – Proseminar, 3 Cr.**

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

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

Emphasis will be placed on the diverse literacy needs of children within the regular education classroom. State and federal legislation concerning children with disabilities and the concept of "least restrictive environment" will be studied. An exploration of personal and societal biases will allow teachers increased self-awareness in teaching a divergent population. Appropriate best practices for enhancing literacy in all children will be presented.

**607 – Content Reading Including Study Systems (CRISS), 3 Cr.**

Designed to help all students read, write, and learn more effectively. The goal is to teach classroom teachers how to help students better organize, understand, and retain course information. Participants will be provided with CRISS Training Manual.

**608 – The Art of Leadership, 3 Cr.**

This course will help participants understand organizational cultures, the dynamics of power and change, the role of ritual, and the aesthetics of leadership. In pursuit of the common good, the true and the beautiful, the participants will have the opportunity to develop skills to lead effectively. Prerequisite: admission to the Educational Leadership program.

**610 – Writing Across the Curriculum, 3 Cr.**

This course presents components of effective written composition instruction: 1) what is writing and who cares, 2) what does your curriculum say about writing, 3) recognizing good writing, 4) myths of writing, 5) learning styles and cooperative learning, 6) the writing process and, 7) writing across the curriculum. Designed for all grade levels.

**622 – Issues and Trends in Special Education, 3 Cr.**

This course identifies and examines the emerging issues and trends in exceptional education.

**625 – School-Wide Discipline, 3 Cr.**

This course embodies two discipline principles articulated in four areas: philosophy of human behavior, proven prevention factors, behavior change, school-wide and classroom response to disruptive behavior.

**628 – Models for Teaching Middle School Students, 3 Cr.**

This course examines strategies and educational components that create a learning environment to address the complex needs of adolescent students. It includes specific methodologies and material pertaining to the basic functions of middle level education including: integration, exploration, guidance, differentiation, socialization, and articulation. It investigates recent research and practical applications.

**633 – Active Student Participation, 1 Cr.**

This course addresses the promotion of active student participation which is highly correlated to student learning. Research information shows that a minimum of 20 percent of student learning is based on active participation. Students will be taught to share this information with colleagues.

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

This course builds upon general leadership addressed in EDUC 801 and emphasizes specific leadership skills for K–12 literacy programs. The course addresses roles of a reading specialist, leadership in professional development and program development, development of communications skills, and conflict resolution. Prerequisite: 801.

**640 – Balanced Literacy, 3 Cr.**

This course focuses on the theory and techniques for developing and implementing a K–8 balanced literacy program. Research and best practices using constructivism, phonology, and brain function are studied. Design and implementation of reading and writing connections and assessment strategies are explored in detail. Effective instruction in language acquisition, reading and writing skills, and linguistic diversity are studied.

**644 – Issues and Trends in Education, 3 Cr.**

This course is an examination of educational issues as related to political, legal, philosophical factors, and social forces which influence the direction of American education at the local, state, and national level.

**650 – Content Reading, 3 Cr.**

The course focuses on the development of effective reading strategies and skills in content areas for K–12 students. Text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative are studied. A variety of research-based strategies and practices for effective instruction in reading and writing are reviewed and studied. Specific focus will be designing and delivering effective instruction across the curriculum and for selecting materials appropriate for learners at various stages of reading and writing development including varied cultural and linguistic backgrounds.

**666 – Classroom Organization and Management Program, 3 Cr.**

This course presents one of the latest programs out of the National Diffusion Network. Areas covered include organizing the classroom, planning, and teaching rules and procedures. Each teacher is guided in working through steps needed to create a well-organized classroom and presents the process as teachers encounter it: first focusing on planning in a variety of key areas; next presenting strategies for implementing the plan and establishing good management policies; and finally focusing on methods for maintaining these procedures throughout the year. COMP employs a variety of checklists, guidelines, and case studies.

**680 – Stress Management/Wellness: A Guide and Alternatives for Healthy Living, 3 Cr.**

This course will discuss and demonstrate styles, techniques, philosophies, and options.

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

The focus of this course is the literacy development of the pre-K–3 child. The course covers the developmental process of literacy acquisition and the use of appropriate methods, models, and strategies for encouraging literacy growth. Early literacy concepts of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension cultural and linguistic diversity, and language differences and delays are examined. The role of parents, community, and assessment tools will be explored. Fifteen hours of field work required. (For WI ECE licensure program students, to be approved by program coordinator.)

**682 – ABC Math Primary, 3 Cr.**

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

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

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

**689 – Working with Challenging Families: Guidelines for Teachers, 3 Cr.**

This course is designed for teachers who are faced with trying to build parent professional partnerships within their school program.

**693 – Conflict Resolution, 1–3 Cr.**

At the conclusion of this course, participants will be able to: identify sources of conflict in their management style; more skillfully negotiate agreements with parents, teachers, and other associates; and resolve current on-the-job conflicts.

**695 – Parent Involvement and Parent-Teacher Partnership, 3 Cr.**

Participants of this course will examine new paradigms of “success for all” as well as partnership models that recognize parents as a valuable resource. Consideration will be given to research regarding parent influence on child development and school success.

**696 – Telecommunications in the Classroom, 3 Cr.**

This course will give teachers an overview of the uses of telecommunications technology for writing, research, and collaborative study in all curricular areas in the communicative arts curriculum.

**700 – ABC Math Module II, 1 Cr.**

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

**702 – Teaching and Learning Using Multiple Intelligences, 3 Cr.**

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

**705 – Literacy and Learning for All Grades Across the Curriculum, 3 Cr.**

This course expands and extends natural literacy concepts beyond teaching reading and writing acquisition skills. It extends whole language concepts as learning tools into all grade levels, especially upper grades, and all content area teachers.

**709 – Young Aggressive Child, 3 Cr.**

This course is designed for staff working with aggressive children from preschool to elementary age. Opportunity is given to gain a better understanding of the scope, dynamics, and larger context of this very complex and well researched phenomenon.

**714 – Introduction to Public School Law, 3 Cr.**

This course will address areas related to the legal aspects of teaching including contracts, tenure, collective bargaining, liability, child abuse and neglect, slander and libel, and copyright. It explores the expanding body of constitutional law relating to the rights of students and teachers: personal freedom, due process, racial and sexual discrimination, rights of disabled and non-English speaking students, and access to student records.

**715 – The Teacher As Person and Professional, 3 Cr.**

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

**733 – Video Age: Enhancing Classroom Learning, 3 Cr.**

This course surveys the technological revolution focusing on the role of technological imaging. How is it impacting society and the workplace? What is it, where is it taking us, and what are the implications and issues for educators? And most importantly, how can we use video in our classrooms to enhance classroom learning?

**736 – Quality Classroom Management: Foundations, 3 Cr.**

Development of the basic concepts for the creation of a quality managed classroom. Three critical areas of quality management will be explored: 1) building quality classroom work, 2) defining quality classroom work, 3) creating quality classroom relationships.

**737 – Quality Classroom Management: Self Assessment, 3 Cr.**

Development of a knowledge base and the skills necessary to help students become high quality self-assessors. Strategies to move from inspectorship management to student self-management will be developed. Principles of control theory will be introduced to assist students in taking more effective control of their lives.

**738 – Quality Classroom Management: Group Leadership Skills, 3 Cr.**

Develop the leadership skills necessary to build a cohesive and productive classroom. Emphasis will be on facilitation skills for large group open meetings, motivational meetings, base support groups, and small problem-solving groups.

**739 – Building Quality Teacher-Student Relationships, 3 Cr.**

The relationships between the teacher and her/his students, between students and their work, and between the students themselves have a direct effect on the amount of learning that takes place. This class focuses on teaching effective problem-solving strategies using the Choice Theory communication model. This model helps students take more responsibility and ownership over their learning and behavior. It also helps them to be more successful in all the areas of their lives.

**740 – Quality Classroom Management: Non-Coercion, 3 Cr.**

Effective preventive and corrective strategies are examined in the context of developing a classroom management style that promotes the growth of responsible behavior within the learning environment. The outcomes of reward and punishment management will be thoroughly analyzed and replaced with a non-coercive style.

**742 – Quality Classroom Management: Parent Partnerships, 3 Cr.**

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

**745 – Administration of Special Education Programs, 1 Cr.**

This course introduces students to the skills and knowledge necessary to provide leadership for teachers of children with special needs. The course prepares students to work collaboratively with parents, regular and special educators, paraprofessionals, and other individuals in the educational program. It will increase awareness of the management responsibilities required of the building principal. This course will enhance the special education discussion in 723 and 748.

**749 – Special Education Law, 3 Cr.**

This course will focus on the principles of special education law: 1) zero reject, 2) nondiscriminatory classification, 3) individualized and appropriate to his or her needs, 4) due process, and 5) parent participation. The course will review all of the major cases interpreting the federal special education laws including Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 and the IDEA 1997 Reauthorization.

**752 – Brain Compatible Teaching, 3 Cr.**

This course is designed to increase the individual’s “know-how” for designing learning opportunities (curriculum), which when aligned with effective instructional strategies and purposeful assessments will prepare students to be productive in the work world and equipped to be citizens of a democracy.

**753 – Supervision of Instruction and Staff Development, 3 Cr.**

This course is a study of the function of supervision and evaluation of personnel. It is designed to assist in the development of programs which will be appropriate to respective school positions and settings. The course will prepare students for the instructional leadership role which requires program planning, evaluation, human relations, and oral and written communication skills.

**761 – The Principalship, 3 Cr.**

The course is a study of the roles and responsibilities of the school principal, with emphasis on development of leadership skills required for the position. Response to contemporary and anticipated problems affecting the elementary, middle, and secondary schools are based on tested theory, research, and applied practice.

***762 – Inquiry-Based Science for K–6 Teachers, 3 Cr.***

This course is designed to provide teachers with a framework for teaching effective inquiry-based science to K–6 students. It provides a solid foundation in the concepts and learning models of hands-on, student-centered science and its assessment as described in the National Science Education Standards and the Wisconsin Model Academic Standards of 1998. Through discussion of concepts and content, practice of methodologies, and hands-on exploration using STC science kits and build-it-yourself demonstrations, teachers will develop a greater comfort level in moving the classroom to a learning-centered environment focused on the excitement of science discovery.

***764 – Integrating Phonics into a Balanced Reading Program, 3 Cr.***

This course presents current research-based principles for word recognition instruction and a curriculum for phonics and for other word analysis strategies. It offers the “how-to” to provide integration of phonemic awareness (the prerequisite to successful decoding) and purposeful letter-sound knowledge and application into a balanced reading program. For teachers of grades K–6.

***766 – Principle-Centered Leadership, 3 Cr.***

Principle-centered Leadership will provide participants with a holistic and integrated approach to leadership both personally and professionally in their classrooms, schools, and organizations. This class will focus on modeling, path finding, aligning, and empowering. Participants will examine leadership qualities, power, influence, and leadership effectiveness.

***769 – Literacy Coaching I, 3 Cr.***

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

***771 – Literacy Coaching II, 3 Cr.***

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

***772 – Literacy Coaching Practicum, 3 Cr.***

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

***773 – Understanding Emotional Intelligence, 3 Cr.***

Course content will include a definition of emotional intelligence. It will also examine what intelligence is, according to Howard Gardner, and how emotional intelligence interfaces. Participants will become aware of emotional literacy. Classroom application and lesson design to support emotional literacy will be examined and applied to the children in our classrooms.

***776 – Understanding the Young Adolescent, 3 Cr.***

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

***780 – Field Work in K–12 Reading Programs, 3 Cr.***

Students will intern in a K–12 reading program, working with a certified reading specialist. Students will gain experience in a broad range of activities required of a reading specialist, to include staff development, supervision, and communications. A completed fieldwork portfolio must be submitted and scored before licensure is given. The portfolio must be scored “basic” or “proficient” in each section. The instructor will give fill details concerning the requirement. Prerequisite: EDUC 639, 801.

**781 – Field Experience in Early Childhood Education, 3 Cr.**

This experience should serve as a practical introduction to the duties of an ED or EC-EEN teacher. An intensive and diverse professional experience in a school system under supervision of an experienced EC or EC-EEN or other person responsible for the school EC program, and a university supervisor.

**782 – Special Topics, 1–8 Cr.**

A course is offered on a special topic in education on the basis of need, interest, or time lines. May be repeated for credit.

**783 – Special Topics, 1–8 Cr.**

A course is offered on a special topic in education on the basis of need, interest, or time lines. May be repeated for credit.

**784 – Special Topics, 1–8 Cr.**

A course is offered on a special topic in education on the basis of need, interest, or time lines. May be repeated for credit.

**785 – Reading Research, 3 Cr.**

Seminar will review and develop skills in research methodologies, techniques, data interpretation, and evaluation of reading research as well as its classroom applications.

**786 – Special Topics, 1–8 Cr.**

A course is offered on a special topic in education on the basis of need, interest, or time lines. May be repeated for credit.

**787 – Experiential Learning: Internship, 3 Cr.**

This course is designed to assist teachers seeking methods and materials to upgrade their teaching skills. The emphasis is on implementation of teaching techniques. May be repeated for credit to a maximum of six credits. Restricted to students in the Master of Arts in Education program with consent of director. Graded CR/NC only.

**788 – Independent Study, 1–3 Cr.**

This course provides independent reading and/or research under the direction of an education department faculty member. Refer to the academic policy section for independent study policy. May be repeated for credit.

**789 – Practicum in Reading Difficulties, 1 Cr.**

Students will have experiences in working with disabled readers. Students will conduct appropriate assessments, prescribe and carry out remedial education programs in reading.

**794 – Effective Elements of Instruction, 3 Cr.**

The Natural Cycle of Learning is utilized as a foundation to incorporate best practices relating to key educational topics around a research-based rationale for unit lesson design. Topics developed by Maslow, Bloom, Glasser, Gardner, Hunter, and Piaget will be explored. Additional topics will include ungraded school initiatives, assessment, inclusion, mentorships, reading recovery, cooperative learning, and interdisciplinary lesson design.

**796 – Classroom Studio: Applied Media Aesthetics, 3 Cr.**

Hands-on. Learn to use friendly, low cost, mobile video communications equipment for teacher or student presentations. Apply media aesthetics to translate significant ideas into optimal audio-video messages that educate through process and product.

**798 – Teachers in the Workplace, 3 Cr.**

Increased expectations for high school graduates are placing added responsibility on teachers to deliver the academic, technical, intellectual, and personal skills needed by youths in the workplace and post-secondary education. Yet, too few teachers have time or opportunities to visit health care facilities, manufacturing plants, government offices, and other work environments to update their skills, learn what is needed in business and industry, and infuse the curriculum with examples of authentic problems that will engage youths in learning academic concepts. Participants in this course will spend three days visiting a variety of businesses and industries. The fourth day, they will spend the entire day job shadowing in a specific business. The final day will be spent on integrating what they have learned into the curriculum.

**801 – Supervision and Staff Development, 3 Cr.**

This course examines the effective strategies of supervision and staff development that relate to reading programs in schools. It is required for the 317 Reading License.

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

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

**854 – Nutrition in Early Childhood Education, 1 Cr.**

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

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

Students will intern in a field experience at birth through 24 months integrating prior early childhood coursework through the preparation of interdisciplinary units designed and delivered in a birth through 24 months environment. Prerequisite: admission to Early Childhood program.

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

Students will intern in a field experience with children 3–4 years of age integrating prior early childhood coursework through the preparation of interdisciplinary units designed and delivered within an environment of children 3–4 years of age. Prerequisite: admission to Early Childhood program.

**858 – Field Experience: Grades 1–3, 1 Cr.**

Students will intern in a field experience in grade one, two, or three integrating prior early childhood coursework through the preparation of interdisciplinary units designed and delivered within an environment of children in grade 1–3. Prerequisite: admission to Early Childhood program.

**870 – Internet Course, 1–3 Cr.**

Internet-based course. May be repeated for credit.

**871 – Introduction of Early Childhood, 1 Cr.**

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

**872 – Movement and Play in Early Childhood, 2 Cr.**

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

**873 – Early Childhood Curriculum I, 2 Cr.**

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

**874 – Early Childhood Curriculum II, 2 Cr.**

Development of competencies in planning, teaching, and evaluating the integrated curriculum for young children in the areas of literacy skills, language development, math, science, social studies, health, and physical education in an inclusive, integrated setting. Examines process, ethics, and methods of observing documenting children's behavior, progress, and development. Prerequisite: 873.

**875 – Creative Arts for Young Children, 2 Cr.**

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

**876 – Inclusive Early Childhood Education, 2 Cr.**

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

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

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

**882 – Student Teaching in Early Childhood Education, 1–3 Cr.**

Teaching at pre-kindergarten level integrating prior early childhood coursework through the preparation and delivery of developmentally appropriate instruction in a child-centered environment. Capstone experience typically completed in the final semester. May be repeated for credit.

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

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

**882 – Student Teaching in Early Childhood Education, 1–3 Cr.**

Teaching at pre-kindergarten level integrating prior early childhood coursework through the preparation and delivery of developmentally appropriate instruction in a child-centered environment. Capstone experience typically completed in the final semester. May be repeated for credit.

**884 – Special Topics, 1–8 Cr.**

A course is offered on a special topic in education on the basis of need, interest, or time lines. May be repeated for credit.

**886 – Special Topics, 1–8 Cr.**

A course is offered on a special topic in education on the basis of need, interest, or time lines. May be repeated for credit.

***890 – Integrating Technology and Curriculum, 1–3 Cr.***

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

**Educational Leadership (EDUL)*****603 – Leadership for Learning: Foundations, 3 Cr.***

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

***604 – Theories of Motivation for Learning, 3 Cr.***

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

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

This course provides aspiring administrators with the knowledge, skills, and demonstrated performances in current curriculum instruction and assessment practices; the design and implementation of curriculum, instruction, and assessment practices; and their impact on student achievement.

***607 – Meeting the Needs of Diverse Learners, 3 Cr.***

This course provides aspiring administrators with an understanding of how a school can become a learning community to meet the needs of diverse learners. Specific needs of identified groups of learners are explored. Specifically, the groups addressed are identified special education students, English language learners, students involved with 504 plans, and students identified as gifted and talented. Students engage in self-reflection to help gain an understanding of how their own actions impact and are interpreted in a diverse world. Candidates analyze their school's current support structure for the continuum of learners, learn about school-wide intervention, and consider what it would take to implement this type of model in their own school.

***608 – Leadership for Learning: Management, 3 Cr.***

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

***609 – School, Family, and Community Relations, 3 Cr.***

Provides aspiring administrators with knowledge, skills, and demonstrated performances to engage parents, families, and communities in supporting student achievement. The candidates will develop an action plan for increased parent/family/community engagement that addresses student learning.

***610 – Research for School Improvement and Student Achievement, 2 Cr.***

Provides aspiring administrators with knowledge, skills, and demonstrated performance to research the findings and best practices related to educational leadership, school improvement, and student achievement, and to design an actionable research project that addresses an immediate problem facing school leaders, in an actual school or educational setting. Typically, Research I is presented in summer sessions, concentrating on the development of the proposal. This data-driven course binds research to practice as the candidates develop a three-chapter, actionable research proposal to be implemented during the course of the ensuing school year, for which researchers will enroll in Research for School Improvement and Student Achievement II and receive two additional graduate credits.

***611 – School Law and Mandates, 3 Cr.***

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

***613 – Research for School Improvement and Student Achievement II, 2 Cr.***

Provides aspiring administrators with knowledge, skills, and demonstrated performance to research the findings and best practices related to educational leadership, school improvement, and student achievement, and to conduct an actionable research project that addresses an immediate problem facing school leaders, in an actual school or educational setting. This class extends over a 10-month period, immediately following the successful completion of Research I. This study culminates in the research paper, completed and presented in late spring of the year following the proposal development. This data-driven course binds research to practice as the majority of hours are committed to the study in the school or educational setting.

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

Iowa Evaluator Approval Training program provides aspiring administrators with knowledge, skills, and demonstrated performances in the evaluation of teachers based on the Iowa Teaching Standards. Successful completion of this course completes the requirements for the evaluator approval certification, required for principals by the Iowa Department of Education.

***615 – Internship I – Introductory, 1 Cr.***

Internship I focuses on introductory learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the first of six sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader. Prerequisite: admission to the Iowa educational leadership program. May be repeated for credit.

***616 – Internship II – Beginning, 1 Cr.***

Internship II focuses on beginning learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the second of six sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader. Prerequisite: 615. May be repeated for credit.

***617 – Internship III – Transitional, 1 Cr.***

Internship III focuses on transitional learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the third of six sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader. Prerequisite: 616. May be repeated for credit.

***618 – Internship IV – Intermediate, 1 Cr.***

Internship IV focuses on intermediate learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the fourth of six sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader. Prerequisite: 617. May be repeated for credit.

***619 – Internship V – Progressive, 1 Cr.***

Internship V focuses on progressive learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the fifth of six sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader. Prerequisite: 618. May be repeated for credit.

***620 – Internship VI – Advanced, 1 Cr.***

Internship VI focuses on advanced learning and leadership experiences in diverse educational settings, supervised cooperatively by the educational leadership internship supervisor and the mentors, and school district personnel. All phases of the PK-12 school operation and procedures are experienced as the candidate is involved in the day-to-day activities of schools and school administrators. Through knowledge and skills acquired and applied in the last of six sequenced and scaffolded courses and the on-site clinical experiences in the internship, the candidate demonstrates progress toward integration of theory and practice toward entry-level competency of an educational leader. Prerequisite: 618. May be repeated for credit.

***634 – Leadership Assessment, 2 or 3 Cr.***

The students will participate in a multiday leadership style assessment program. Areas of strengths and areas to address will be identified during the assessment and written feedback provided to the student. The student will use the information when addressing program portfolio-related components. Prerequisite: admission to the Educational Leadership program.

***635 – The Principalship I: Leadership, 3 Cr.***

Students will gain an understanding of leadership theory and its application to the principalship. Participants in this course will also examine the relationship between leadership and learning, the value of learning communities, decision processing and decision making, and systematic planning. Site-based related activities will be included in this course. Prerequisite: admission to the Educational Leadership program.

***636 – The Principalship II: Organizational Management, 3 Cr.***

Students will focus on building level organizational-related issues at the elementary, middle, and high school levels. Topics addressed include staffing patterns, academic and non-academic schedule development, school budgets, facility management, the principal's role in staff development, curriculum development and instructional improvement, and technology applications related to the principalship. Site-based related activities will be included in this course. Prerequisite: admission to the Educational Leadership program.

***637 – Politics of Education and Community-School Relations, 3 Cr.***

Students will gain an understanding of the formal and informal political forces that are present in school administration as well as the role that internal and external publics play at the building and district levels. Students will gain an understanding of the development and analysis of public relations programs and will examine successful public relations program models. Site-based related activities will be included in this course. Prerequisite: admission to the Educational Leadership program.

**638 – Legal Aspects of Education, 3 Cr.**

Students will gain an understanding of the legal aspects of education with a focus on administration-related applications. Knowledge will be acquired in the areas of education and the legal system, employee rights and obligations, student rights and discipline, tort liability, and public-private school-related legal issues.

Prerequisite: admission to the Educational Leadership program.

**639 – Human Resources Development, 3 Cr.**

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

**640 – Curriculum Development and Instructional Improvement, 3 Cr.**

The focus of this course is to address state level, school district level, building level, and classroom-related curriculum issues. The students will examine curriculum theories and will participate in curriculum design, planning, and evaluation-related activities. Assessing academic achievement, both quantitatively and qualitatively, and using the assessments for the purpose of instructional improvement will be addressed. Finally, staff development and its relationship to curriculum development and instructional improvement will be a focus of this course. Site-based related activities will be included in this course. Prerequisite: admission to the Educational Leadership program.

**651 – Legal Aspects of Special Education and Resources, 3 Cr.**

The focus of this course is to address federal and state laws, regulations, and policies dealing with special education programs/students. Students will gain an in-depth understanding of the court cases which help set the precedent for programs across the United States and then also those which shaped policy in Wisconsin. The course will address different entitlement dollars that follow programming/students and their intended assistance. Prerequisite: admission to the Director of Special Education and Pupil Services licensure program. Restricted to students in the Director of Special Education and Pupil Services licensure program.

**654 – Exceptional Learner's Needs, 3 Cr.**

The focus of this course will be to gain an understanding of the criteria for each of the 11 categories to help IEP teams decide if a child has a disability, and a solid array of instructional strategies to assist the child. It will look at assessments ranging from individual to common to the child's response to interventions. Assistive technology will be incorporated as well as the concept of universal design and conflict management in line with strategies for dealing with the frustrations of all participants. A systemic analysis of district/building staffing placement of programs, and students, will be part of the research undertaken in this course. Prerequisite: admission to the Director of Special Education and Pupil Services licensure program. Restricted to students in the Director of Special Education and Pupil Services licensure program.

**655 – Pupil Services and Non-Discrimination, 3 Cr.**

The focus of the course will be the role of pupil services in supporting safe and healthy schools. These include school counselors, psychologists, social workers, and school nurses. Awareness of legal implications of student records, storage, confidentiality, and directory data will be understood, along with mandatory attendance (truancy). Students will also gain an understanding of nondiscrimination (section 504), "at risk" and prevention/interventions as part of their professional responsibilities. Prerequisite: admission to the Director of Special Education and Pupil Services licensure program. Restricted to students in the Director of Special Education and Pupil Services licensure program.

**660 – Financial Resources I, 3 Cr.**

Managing the financial resources of the school district is a major responsibility of the school business administrator. This class will review the principles associated with sound financial management: principals of school financing, preparing school budget, evaluate and the communication of the budget, working with the board, and standards of accounting.

**661 – Business Office and Operation Management, 3 Cr.**

This course will provide an understanding of the day to day functions of a school business administrator and support staff duties. Concepts that will be reviewed: purchasing systems, local-state-federal budget processes, accounting-auditing and financial reporting.

**662 – Financial Resources II, 3 Cr.**

This course complements Financial Resources I and build upon the basic concepts that need to be understood and applied as a school business administrator. Concepts to be covered include: inventory management, zoning and dispersal of property/buildings, insurance coverage and risk management.

**663 – Ancillary Services, 3 Cr.**

The focus of this course is on the knowledge, skills and disposition a school business administrator needs in order to facilitate, operate and manage in an efficient manner the ancillary services of; transportation, property purchasing, facility planning, food service and risk management policies.

**664 – Human Resources and Legal Issues, 3 Cr.**

Theory and practice will be reviewed as it relates to human resources in the school district. Areas to be covered will be; personnel and benefits, professional development, labor relations, employment agreements and work environment. Reviewing the legal issues related to risk management, contracts, negotiation, etc., will be reinforced during this course.

**665 – School Business Administrator Proseminar, 1 Cr.**

Seminar attempts to integrate the ideas presented in the core coursework and includes the presentation of the research project and development in EDUC 601 and 602.

**700 – Superintendent I, 3 Cr.**

This course will focus on both theoretical and application concepts that assist with the day to day responsibilities of the position of superintendent. Concepts that will be reinforced in this course will be management skills, leadership styles, personal vision, shared vision, continuous school improvement process, employment procedures, empowering employees, and providing relevant and meaningful professional development for staff members. Prerequisite: principal license.

**701 – Superintendent II, 3 Cr.**

This course will focus on the theoretical and application strategies that are needed in the day to day roles and responsibilities of the superintendent. Specific concepts that will be covered in this class will be: the role and responsibility of the superintendent and the school board, allocating and managing resources to support student and staff success, communication skills used to update and communicate with all stakeholders, and relationship building strategies. Prerequisite: principal license.

**702 – Superintendent Current and Legal Issues, 3 Cr.**

This course will focus on support systems for the superintendent along with the legal information and resources needed to manage and lead a school district in an efficient and ethical manner. Concepts and strategies that will be covered in this class include support systems available for professional growth, current issues, legal issues (student/staff), state and federal mandates and rules, current local, state, and national issues, and civil and criminal liability issues. Prerequisite: principal license.

**704 – Collaborative Leadership for Learning, 3 Cr.**

The focus of this course is to address factors that affect student learning, model instructional strategies that meet different learning styles, systems thinking, and provide multiple opportunities for student learning. Strategies and programs to identify and address the needs of gifted and talented students, supervision strategies of instruction to improve student achievement, and alternative/multiple methods of assessment. An in-depth analysis of collaborative lesson planning by staff including lesson study will be investigated. There will be a conceptual understanding of reading and mathematics instruction pre-K–12 provided. Coaching to improve continuous improvement along with mentoring methods will also be studied and addressed.

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

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

**767 – Practicum in Educational Leadership, 3 Cr.**

Field-based projects addressing each of the state administrator standards will be developed, implemented, and analyzed by the student. Evidences will be provided in the student program portfolio and will become part of the professional development plan. Prerequisite: admission to the Educational Leadership program.

**768 – Practicum for Director of Instruction, 3 Cr.**

Field-based projects addressing each of the state administrator standards will be developed, implemented, and analyzed by the student. The practicum student will have the support and guidance of a school principal and/or an appropriate administrator and a Viterbo University faculty member. Evidences will be provided in the student program portfolio and will become part of the professional development plan. Prerequisite: admission to the Director of Instruction or Educational Leadership program.

**769 – Practicum in Special Education and Pupil Services, 3 Cr.**

This course involves field-based projects addressing each of the state administrator standards and guidelines for a director of special education and pupil services. The activities will be determined by the student and assigned local mentor with input from the university practicum advisor. Evidence will be provided in the student portfolio, along with their reflections. To start the course the student will provide a prospectus (plan) of the kinds of activities and the approximate number of hours spent on each activity, aligned to the standards. Prerequisite: admission to the Director of Special Education and Pupil Services licensure program. Restricted to students in the Director of Special Education and Pupil Services licensure program.

**770 – School Business Administrator Practicum, 3 Cr.**

The aspiring school business administrator will have an opportunity to experience the day to day routine of the school business administrator duties in this course. The student will be expected to experience activities aligned with each of the content and national standards and shore up any deficits areas.

**771 – Superintendent Practicum, 3 Cr.**

The superintendent practicum is designed to give students a realistic experience as an aspiring superintendent. Student must choose a minimum of three activities under each of the seven Wisconsin Administrative Standards to perform under the supervision of the students' mentor. Students will be required to complete 150 hours of activities in the practicum. Activities will be aligned with the WAS standards: teaching standards, vision of learning, culture of learning, management, collaboration, ethical behavior and the politics of schooling.

**Education – Post Baccalaureate (EDUP)****502 – Principles of Career and Technical Education, 1 Cr.**

Overview of the history, philosophy, organization, and administration of career and technical education with emphasis on national and Wisconsin standards for career and technical education. Focus on issues, trends, and challenges facing career and technical educators. Content will include national and state recognized resources, pedagogies, standards, and contextual learning opportunities. OVAE career clusters will provide foundation for exploration of the major CTE program areas and related professional journals and organizations.

**506 – Inclusion of Students with Special Needs, 2 Cr.**

Study of students who have a variety of special needs. Includes handicapped, at-risk, culturally diverse, and gifted and talented. Student teachers will know definitions, characteristics, and educational needs of these students with special needs, be able to identify them, and make appropriate referrals. Students will also learn how to make adaptations to instructional programs to maximize inclusion.

**512 – Keyboarding Teaching Methods, 1 Cr.**

An emphasis on teaching strategies for keyboarding instruction and the motivation of learning and skill building. Includes the utilization of keyboarding software packages. Emphasis on curriculum development and implementation including Wisconsin Model Academic Standards.

**515 – Educational Psychology, 2 Cr.**

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

**516 – Technology-Enhanced Instruction Pre-K–12, 2 Cr.**

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

**525 – Technologies, Pedagogical Skills, Standards, and Assessment, 2 Cr.**

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

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

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

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

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

**530 – Middle/Secondary Methods and Content Literacy 6–12, 2 Cr.**

Reading and writing instruction in content areas at the middle and secondary levels. Methods and materials to help students meet studying/reading/writing demands of the content area classes. Includes objectives writing, unit planning, lesson planning, parent involvement, testing, and assessment in the content areas.

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

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

**534 – Methods in Art Education, 3 Cr.**

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

**535 – Methods: Teaching Foreign Language, Pre-K–2, 2 Cr.**

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

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

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

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

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

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

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

**540 – Choral Methods 9–12, 3 Cr.**

The study of teaching and directing techniques for the senior high school. Involves general music, choral music, repertoire, voicing, curriculum design, discipline, learning styles, teaching strategies, and philosophy. Emphasis on the total year's program in perspective with performances and understanding the non-musical responsibilities of a high school teacher. The course also focuses on the development, application, and refinement of musical and interpersonal skills needed for teaching in a secondary setting. Offered every third semester.

**541 – Methods: Teaching Theatre Arts 6–12, 2 Cr.**

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

**542—Advanced Methods in Art Education, 3 Cr.**

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

**543—Music in the Elementary School, 3 Cr.**

A class designed for the music education major with emphasis on the development of children's listening, performance, literacy, and creative-expressive skills. Students will learn how to: 1) design age appropriate lesson plans; 2) structure the classroom environment; 3) apply classic techniques of Orff, Kodaly, Dalcroze and other emerging pedagogies; 4) measure and grade musical progress; 5) teach through the multiple intelligences; 6) teach multicultural music; and 7) provide opportunity for aesthetic experiences. This course will help students discover the joy and intellectual challenges that come from sharing music with children. Offered every third semester.

**550 – Introduction to Education, 2 Cr.**

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

**559 – Student Teaching: Middle/Secondary, 6–12, 2–8 Cr.**

Teaching at the secondary level for an entire semester with one quarter in a middle school and the other in a high school. Capstone experience typically completed in the final semester. May be repeated for credit.

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

Teaching at the pre-K-12 levels. Capstone experience typically completed in the final semester. May be repeated for credit.

**582 – Student Teaching Seminar, Pre-K–12, 2 Cr.**

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

**590 – Middle/High School Theory, 2 Cr.**

Study the holistic development of the early adolescent; explore structure of middle level learning environments; plan, design, and assess approaches to teaching and learning, including authentic learning, management of behavior and learning environments, awareness of student services.

**English (ENGL)****594 –Young Adult Literature, 3 Cr.**

An analysis of selected prose and poetry especially suitable for students of middle and high school age with emphasis on methods of teaching literature. Required for secondary education English majors and minors.

**595 – English Grammars, 3 Cr.**

Different methods of describing the grammar of the English language; its phonology, morphology, syntax, and semantics, including traditional, structural, and transformational grammars.

**596 – History of English Language, 3 Cr.**

A study of the origins and development of the English language; European and non-European influences on American English.

**Ethics (ETHL)****531 – Interpersonal and Organizational Excellence I, 3 Cr.****532 – Interpersonal and Organizational Excellence II, 3 Cr.**

Because we are all tired of using fads which do not improve and sustain results, these courses are based on a proven model used in health care and public education that improved outcomes beyond expectations over time. These courses provide a “how-to-train-the-trainer” approach while allowing participants to experience portions of the actual program. Course design would assist participants to address improving staff morale, increasing trust and respect, building staff up, utilizing staff development dollars more effectively, encouraging leadership behaviors, developing core competencies for all staff, improving performance measures, promoting service before self, and much more. The courses promote the notion that leadership development is an ongoing process...a lifelong journey.

**586 –Special Topics, 1–4 Cr.**

A course is offered on a special topic on the basis of need, interest, or timelines. Course may be repeated for credit.

## Finance (FINA)

### *510 – Socially Responsible Financial Management, 3 Cr.*

This course focuses on financial statement analysis, moving from bottom-line thinking to a “triple-bottom-line” definition of profitability, to encompass the organization’s profits and social and environmental impact. It includes a review of current research relating to the long-term financial success of an organization, and how a policy of corporate social responsibility (CSR) can contribute to and enhance its sustainability. Other topics include ethics and corporate governance in financial management, international financial management—especially as it relates to other countries with strong CSR policies, and managing the financial performance of non-profit organizations. Restricted to students in the Master of Business Administration program.

## Health Care Management (HMGT)

### *630—Health Care System, 3 Cr.*

This course provides an overview of the healthcare delivery system and the providers, payors, and suppliers that comprise it. Learners will examine management and planning with the system as well as major healthcare policy issues. This course is required for student pursuing the healthcare administration emphasis within the MBA program; it serves as an elective for all other Viterbo University MBA students.

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

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

## Interpreting Studies (INTP)

### *501 – Introduction to Interpreting Principles, 3 Cr.*

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

### *544 – Cultural Competency and Ethics in Interpreting, 3 Cr.*

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

### *552 – Seminar in Legal Interpreting, 3 Cr.*

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

***556 – Seminar in Medical Interpreting, 3 Cr.***

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

***581 – Internship/Practicum, 3 Cr.***

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

**Management (MGMT)*****512 – Authentic Leadership, 4 Cr.***

This course explores the personal depths and dimensions of authentic leadership and develops the ability to lead with courage and ethics. Reflection, case studies, discussion, leadership inventories, investigation of theory, and one-on-one coaching are integrated to guide the learner along a personal journey toward authentic leadership. Students will be prepared to apply the concepts of this course in many aspects of their lives, both within and beyond their workplaces.

***515 – Self Leadership Development, 3 Cr.***

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

***522 – Organizational Behavior, 4 Cr.***

Examination of current theory and empirical research regarding the behavior of individuals within organizations. Organizational practices in this country will be compared and contrasted with those of other countries and cultures. Topics are divided into three phases: major behavioral processes, applied models of individual choice behavior, and communication skills needed within the organization. Restricted to students in the Master of Business Administration program.

***524 – Leading the Organization, 3 Cr.***

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

***525 – Complex Systems Change Strategies, 3 Cr.***

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

***530 – Business Ethics in Practice, 3 Cr.***

Examines the role of ethics in the business world and ethical dilemmas encountered by managers. Examination of the formation of individual ethos, and the impact that this has on individuals, groups, and organizations. Provides learners a means to develop practical tools to handle moral dilemmas in the workplace and in the world, and develops policies for just relationships with employees and customers. Restricted to students in the Master of Business Administration program.

***550 – Corporate Social Responsibility and Sustainability, 3 Cr.***

This course explores the concepts of corporate social responsibility (CSR) and sustainability, equipping students to make a positive impact in their chosen business focus. The course highlights the interdisciplinary nature of CSR and sustainability by examining environmental, social, and economic perspectives in a variety of contexts. Students will investigate the diverse system influencing sustainability, drawing from areas including business management, natural sciences, public policy, government planning, social sciences, ecology, biology, physics, history, and economics. (Cross-listed with MGMT 450.)

***560 – Management Science in Decision Making, 3 Cr.***

This course provides an overview of several quantitative techniques independently useful to organizational leaders in decision making. Topics include linear programming, univariate and multivariate analysis, project management, decision trees, simulation, and probability theory. MGMT 560 takes an application-oriented approach to business problem solving, using spread sheets and quantitative management software. Restricted to students in the Master of Business Administration program.

***575 – Entrepreneurship, Intrapreneurship, and Innovation, 3 Cr.***

This course examines the elements of entrepreneurship including: the foundations of entrepreneurship, sources for funding the business, acquisition practices in purchasing an existing business, and understanding the essential components of a business plan. Intrapreneurship foundations will examine how business leaders capture their follower's initiative in trying new ideas and developing internal markets for their business organization. Restricted to students in the Master of Business Administration program.

***578 – Advanced Human Resource Management, 3 Cr.***

This course provides an in-depth examination of the issues facing the leader and his or her employees. Through text readings, case studies, experiential exercises, speakers, and research, students will learn to integrate theory and application in managing human resources effectively, lawfully, and ethically in their organization.

***580 – Art of Ethical Communication, 3 Cr.***

Persuasive communication is an integral skill of every leader. This is an advanced communications course that will prepare students for oral and written communications challenges they will face in their careers, with a specific emphasis placed on ethical negotiation skill development. Restricted to students in the Master of Business Administration program.

***582 – Advanced Interpersonal Skills for the Leader, 3 Cr.***

The Dahl School of Business partners with Dale Carnegie to bring MBA learners this course in advanced interpersonal skills. Learners will study and apply tested leadership practices in order to further develop their networking and communication skill sets, manage stress, and handle fast-changing workplace conditions. Learners will develop a "take-charge" attitude that enhances their ability to lead initiatives with confidence and enthusiasm.

***585—Research Methodology in Business, 3 Cr.***

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

***587 – Internship, 1–6 Cr.***

As part of their academic program, Viterbo University students may choose to participate in a full-time or part-time business-related internship. The goal is to provide students the opportunity to blend academic theory with practice and to explore and gain experience in functional areas they may wish to enter professionally. An internship plan including a timeline, intended outcomes, and assessment requirements must be approved by the student's graduate advisor.

***588 – Independent Study, 1–3 Cr.***

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.

***590 – International Business, 3 Cr.***

This course focuses on conducting business on a global level. Students will evaluate the history and dynamics of global industries, global competition, and global strategies and examine topics such as international cooperation among nations, national trade policies, international marketing, technology, as well as the ethical and social responsibility challenges of global businesses. The roles of various stakeholders including the international institutions such as World Trade Organization, will be analyzed. Case studies will be used to analyze the impact of complex global factors on the management of multinational operations. In addition to classroom learning, students will have the unique opportunity to experience field research in the country of focus. This seven-to 14-day trip will expose students to culture, geography, business practices of an emerging market and to a different academic environment. Students will gain an appreciation for both formal business aspects and informal social aspects of conducting business in another country.

***600 – Executive Leadership in Practice, 2 Cr.***

This course offers students the opportunity to gain awareness firsthand of the knowledge, skills, and styles of successful executives. Students will integrate leadership theory and practice through in-depth discussion with top leaders sharing their successes and failures in the public, private, and not-for-profit sectors. Strategies to successfully guide organizations today and in the future will be explored as students gain insight into the current domestic and global business environment. Restricted to students in the Master of Business Administration program.

***620 – Ethics in Information Technology, 3 Cr.***

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

***652 – Methods of Inquiry, 3 Cr.***

It is important that organizational leaders are able to conduct scientific inquiry to inform decision making. MGMT 652 focuses on research design and methodology. Students will identify an area of inquiry and work toward designing a research project to address their area of inquiry. Students will be exposed to a variety of methodological approaches to inform their research design and will review and summarize relevant literature to build a conceptual framework for their research. Restricted to students in the Master of Business Administration program.

***662 – Applied Statistical and Qualitative Analysis, 2 Cr.***

MGMT 662 focuses on data collection and analysis used to inform sound decision making. Focusing on both qualitative and quantitative approaches, learners will be exposed to a variety of approaches for data collection and analysis. Learners will develop, implement, and perform sound data collection and analysis related to their identified area of inquiry. Restricted to students in the Master of Business Administration program.

***663 – Research Analysis, 1 Cr.***

Building upon the research skills developed in 485, this course emphasizes data analysis and interpretation. Learners will practice identifying and applying appropriate statistical tests and interpreting the results of analysis. Course activities focus primarily on hands-on exercises utilizing SPSS for statistical analysis. Prerequisite: 485. Restricted to students in the Master of Business Administration program.

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

MGMT 672 focuses on the systematic analysis of data-driven results to inform decision making. Learners will draw conclusions and make inferences based upon sound analysis and interpretation of data to derive recommendations and inform decision making. The course culminates with formal research presentations. Restricted to students in the Master of Business Administration program.

***673 – Research Discussion and Defense, 1 Cr.***

MGMT 673 is the culmination of the student research project. The first phase of the course emphasizes critical thinking to draw conclusions and make recommendations from findings. The second phase of the course focuses on the finalization of the written thesis. Each learner will be required to make a formal presentation demonstrating the importance of the research and its theoretical foundation, describing the chosen methodology, and explaining the results and the implications of the findings. During the presentation, the learner will be asked questions by his or her peers and attending faculty to give the learner an opportunity to demonstrate that he or she can defend the research and findings. Prerequisite: 663. Restricted to students in the Master of Business Administration program.

***675 – Sustainable Monitoring and Measurement, 3 Cr.***

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

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

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

**681—Field Study, 4 Cr.**

The MBA field study requires students to apply their business knowledge and organizational skills on a project of importance to a real-world organization. Acting as consultants to an organization, small teams of students investigate an issue (or issues) and make recommendations supported by findings and a review of literature.

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

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

**Nursing (NURS)****504 – Health Promotion/Clinical Prevention, 2 Cr.**

This course is an overview of health promotion, disease prevention, and population health concepts relevant to nurses preparing for advanced roles. Theories and models of health promotion/lifestyle modification are reviewed. Selected determinants of health and health care disparities are appraised. Professional activities as an influence on health outcomes are incorporated. Curricular concepts of health, diversity, and vulnerability are analyzed and integrated. Prerequisite: 507 or concurrent.

**507 – Information Technology and Scholarly Activities, 3 Cr.**

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

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

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

**515 – Health Care Ethics, 2 Cr.**

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

**520 – Advanced Nursing Roles, 1 Cr.**

This course explores the professional role development necessary to practice and provide leadership within the evolving role of the advanced practice nurse. Knowledge and competencies inherent in this expanded role of practice are analyzed and synthesized. Relevant professional and health care issues affecting diverse advanced practice nursing roles are examined. Discussion of barriers, challenges, legal issues, and opportunities facilitate the transition into advanced nursing roles. Collaboration and leadership within the advanced practice role is emphasized. Prerequisite: 535.

**520 – Advanced Nursing Roles, 3 Cr.**

This course explicates the professional role development necessary to practice and provide leadership as an advanced practice nurse, particularly as a nurse practitioner. Relevant professional and health care issues affecting advanced practice nursing are examined with a focus on developing strategies for action.

Interprofessional collaboration and patient education within the advanced practice role is emphasized.

Prerequisite: 535.

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

**525 – Management of Psychosocial Issues, 1 Cr.**

This course focuses on the role of the advanced practice nurse in evaluating and addressing the psychosocial needs of patients and families. Human diversity and other socio-cultural factors influencing psychosocial status are analyzed. Relevant theories and issues affecting successful human development are examined, and management of common psychosocial disorders is addressed. Strategies and resources for nurses in advanced roles to promote caring optimize psychosocial health, and positive quality of life are examined. Prerequisite: 535.

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

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

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

**530 – Nursing Research for Evidence-Based Practice, 3 Cr.**

This course enhances knowledge of quantitative and qualitative research process to further develop skills of inquiry for nurses in advanced roles. Research methods applicable to evidence-based practice are examined.

The research-practice connection is stressed through evidence based appraisal to promote quality care/education, initiate change, and improve practice. Prerequisite: 507 or concurrent.

**535 – Advanced Pathophysiology, 3 Cr.**

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

Prerequisite: 507.

**540 – Advanced Health Assessment, 1–3 Cr.**

This course addresses the components of advanced history taking, physical examination, and health assessment across the life span within a holistic framework. Differentiation of normal from abnormal/dysfunctional findings is emphasized. Health promotion/protection/prevention is integrated.

Differential diagnosis and clinical reasoning are introduced. Prerequisite: a basic course in physical assessment at the undergraduate level or equivalent; 507, 535; 605 recommended.

**540 – Advanced Health Assessment, 1–4 Cr.**

This course addresses the components of advanced history taking, physical examination, and health assessment across the life span within a holistic framework. Differentiation of normal from abnormal/dysfunctional findings is emphasized. Health promotion/protection/prevention is integrated. Differential diagnosis and clinical reasoning are introduced along with additional advanced techniques for those earning three or four credits. Prerequisite: a basic course in physical assessment at the undergraduate level or equivalent; 535. May be repeated for credit.

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

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

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

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

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

***580 – Educational Theories and Methods, 2 Cr.***

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

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

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

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

***588 – Independent Study, 1 or 2 Cr.***

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.

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

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

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

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

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

This seminar serves as a clinical conference companion course to the ANP practicum experience. Special topics and assignments focus on issues and learning needs presenting themselves in the clinical area. Procedural skills necessary for NP practice are introduced. Must be taken concurrently with 615. Graded CR/NC.

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

This seminar serves as a clinical conference companion course to the AGNP practicum experience. Special topics and assignments focus on issues and learning needs presenting themselves in the clinical area. Procedural skills necessary for NP practice are introduced. Must be taken concurrently with 615.

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

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

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

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

This seminar serves as a clinical conference companion course to the AGNP practicum experience. Special topics and assignments focus on issues and learning needs presenting themselves in the clinical area. Must be taken concurrently with 616.

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

**605 – Pharmacotherapeutics, 3 Cr.**

The pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of various drug categories are examined. General principles applicable across the life span will be addressed. Administration and teaching issues in the use of pharmacologic agents are emphasized. Principles of drug selection and monitoring in the treatment of common problems are integrated. Issues and practices regarding the use of over-the-counter and herbal therapies are included. The role of the advanced practice nurse in practicing legally and safely with prescriptive authority is addressed. Prerequisite: 535.

**605 – Pharmacotherapeutics, 2 or 3 Cr.**

The pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of various drug categories are examined. General principles applicable across the life span will be addressed. Administration and teaching issues in the use of pharmacologic agents are emphasized. Principles of drug selection and monitoring in the treatment of common problems are integrated. Issues and practices regarding the use of over-the-counter and herbal therapies are included. The role of the advanced practice nurse in practicing legally and safely with prescriptive authority is addressed for NPs earning a third credit. Prerequisite: 535. May be repeated for credit.

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

**610 – Management of Health Problems I: Adult and Aging, 3 Cr.**

The focus of this course is on the assessment, differential diagnosis, and management of acute, emergent, and chronic health problems. Evidence based practice principles are integrated in order to provide comprehensive and collaborative primary care to persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Prerequisites: 540, 605, 685.

**612 – Management of Health Problems II: Adult and Aging, 3 Cr.**

The focus of this course is on the continued assessment, differential diagnosis, and management of complex acute and chronic health problems. Evidence based practice principles are integrated in order to provide comprehensive and collaborative primary care to persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Prerequisites: 602, 610.

**615 – Clinical Practicum I: ANP, 1 or 2 Cr.**

This course offers continuing clinical experience and focuses on expanding upon and refining clinical decision-making skills in the management of acute, emergent, and chronic health problems in persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. (Up to 150 clinical hours.) Must be taken concurrently with 602.

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

**615 – Clinical Practicum I: AGNP, 1–3 Cr.**

This course offers continuing clinical experience and focuses on expanding upon and refining clinical decision-making skills in the management of acute, emergent, and chronic health problems in persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized (Up to 180 clinical hours.) Prerequisite: 540. May be repeated for credit. *Effective Fall 2013 for students entering in the 2011-2012 catalog.*

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

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

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

This course offers continuing clinical experience and focuses on increasing independence in clinical decision-making skills and management of acute, emergent, and chronic health problems in persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized (Up to 240 clinical hours.) Prerequisites: 615. May be repeated for credit. *Effective Spring 2014 for students entering in the 2011-2012 catalog.*

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

This course serves as a capstone clinical experience in preparation for beginning adult nurse practitioner practice. Emphasis is on the ANP student assuming increased responsibility, independence, and accountability for advanced clinical decision-making skills in the overall management of health problems experienced by persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Issues related to assuming the nurse practitioner role including interviewing skills, contract negotiation, and certification processes are integrated. (Up to 150 clinical hours.) Prerequisites: 612, 616. May be repeated for credit. Graded CR/NC.

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

This course serves as a capstone clinical experience in preparation for beginning adult-gerontological nurse practitioner practice. Emphasis is on the AGNP student assuming increased responsibility, independence, and accountability for advanced clinical decision-making skills in the overall management of health problems experienced by persons from adolescence through older adulthood. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Issues related to assuming the nurse practitioner role including interviewing skills, contract negotiation, and certification processes are integrated. Prerequisites: 616. May be repeated for credit. *Effective Summer 2014 for students entering in the 2011-2012 catalog.*

**640 – Curriculum and Evaluation, 3 Cr.**

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

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

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

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

**642 – Advanced Clinical Nursing, 3 Cr.**

This course focuses on developing selected knowledge and skills that a professional nurse at the micro/meso system point of care needs in order to be successful in practicing as a Clinical Nurse Leader or in similar clinical roles. Building on previous courses taken, this course provides in-depth focus in role development, strategies for initiating effective horizontal leadership and the lateral integration of care through interdisciplinary collaboration and other means. Discussion of specific clinical situations allows for the application of evidence-based care management and educational strategies. Prerequisites: 720, 730.

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

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

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

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

**650 – Clinical Education, 3 Cr.**

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

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

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

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

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

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

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

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

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

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

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

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

**678 – Clinical Practice Practicum, 1 Cr.**

This course is an integration of didactic learning to be applied when influencing decisions and/or implementing clinical practice in settings that deliver services or programs including hospitals, community settings, public health departments, integrated health care systems, and others. Practicum opportunities may include experiences in business, industries, education, and with disciplines that are recognized as innovators in safety, quality, finance, management, or technology. Focused learning experiences with the coordination of a preceptor will be arranged. Prerequisites: 720, 730.

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

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

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

This course builds on the experiences in 679 and serves as a continuation of the application of theoretical and conceptual knowledge in implementing evidence-based nursing education. Focused learning experiences, with the coordination of a preceptor, are designed to foster individual career development. Clinical practicum prepares students for the educator role in patient education, staff development, and academic nursing education programs. Prerequisite: 679. May be repeated for credit. Graded CR/NC.

**680 – Nurse Educator Practicum, 1 or 3 Cr.**

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

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

**681 – Seminar I: Nurse Educator, 1 Cr.**

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

**682 – Seminar II: Nurse Educator, 1 Cr.**

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

**682 – Nurse Educator Seminar, 2 Cr.**

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

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

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

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

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

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

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

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

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

This course offers clinical experience related to the family nurse practitioner role and focuses upon expanding and refining clinical decision-making skills in the management of health problems and needs of individuals and families across the lifespan, including the maternal newborn experience and emphasizing well child care. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. (Up to 225 clinical hours.) Must be taken concurrently with 610, 688, 695. Prerequisite: 685. May be repeated for credit. Graded CR/NC.

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

This course offers clinical experience related to the family nurse practitioner role and focuses upon expanding and refining clinical decision-making skills in the management of health problems and needs of individuals and families across the lifespan, including the maternal newborn experience and emphasizing well child care. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. (Up to 240 clinical hours.) Prerequisites: 520, 695. May be repeated for credit.

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

**693 – Clinical Practicum II: FNP, 1–3 Cr.**

This course offers continuing clinical experience related to the family nurse practitioner role and focuses on increasing independence in clinical decision-making skills in the management of health problems and needs of individuals and families across the lifespan, including the maternal newborn experience and well child care. Health promotion and disease prevention strategies are incorporated. (up to 225 clinical hours) Must be taken concurrently with 612, 689, 697. Prerequisites: 610, 692. May be repeated for credit. Graded CR/NC.

**693 – Clinical Practicum II: FNP, 3–5 Cr.**

This course offers continuing clinical experience related to the family nurse practitioner role and focuses on increasing independence in clinical decision-making skills in the management of health problems and needs of individuals and families across the lifespan, including the maternal newborn experience and well child care. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. (Up to 300 clinical hours) Prerequisite: 692. May be repeated for credit.

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

**694 – Clinical Practicum III: FNP Residency, 1 or 2 Cr.**

This course serves as a capstone clinical experience in preparation for beginning family nurse practitioner (FNP) practice. Emphasis is on the FNP student assuming increased responsibility, independence, and accountability for advanced clinical decision-making skills in the overall management of health problems experienced by individuals and families across the life span. Health promotion, well child care, and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Issues related to assuming the nurse practitioner role including interviewing skills, contract negotiation, and certification processes are integrated. (up to 150 clinical hours) Prerequisites: 612, 695, 697. May be repeated for credit. Graded CR/NC.

**694 – Clinical Practicum III: FNP Residency, 1 or 2 Cr.**

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

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

**695 – Management of Family Health I, 2 Cr.**

The focus of this course is to develop knowledge and management skills related to family systems theory/family assessment; preconception health, FNP prenatal and post partum family/newborn care; well-child care; developmental appraisal; and triage of the ill child. Evidence-based practice principles are integrated. Emphasis is on the planned nursing and collaborative medical management provided by the family nurse practitioner to promote health, maintain wellness, and intervene during illness. Must be taken concurrently with 692.

**697 – Management of Family Health II, 2 Cr.**

This course builds upon knowledge and skills related to child and family health and focuses on the assessment, differential diagnosis, and management of acute, emergent, and chronic health issues as well as developmental problems from infancy through adolescence, with ongoing appraisal of the family unit. Evidence-based practice principles are integrated in order to provide comprehensive and collaborative primary care to children and their families. Must be taken concurrently with 693.

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

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

**710 – Ethical and Theoretical Thinking, 2 Cr.**

This course serves as a graduate exploration of the nature and purpose of meta-theoretical and philosophical/theoretical thinking relevant to advanced practice roles. The development and utilization of knowledge from theories, practice, research, and evidence are critically examined. Selected theories and frameworks from nursing and the field of ethics, as well as those from other related disciplines, are examined for their application in professional nursing practice including ethical decision-making in complex healthcare situations.

**720 – Outcome Management and Quality Improvement for Advanced Nursing, 2 Cr.**

This course focuses on identifying, measuring, and seeking to improve safety, health, and nurse sensitive outcomes. Various models of process/quality improvement will be analyzed such that the nurse in advanced roles can be proactive as a change agent while using strong interprofessional communication skills.

**730 – Organizational Leadership and Healthcare Policy for Advanced Nursing, 3 Cr.**

This course examines topics relevant to expanding knowledge of organizational and systems leadership, and provides the knowledge and skills needed to develop competence in health policy. The impact of leadership and health science on the delivery of health care is explored. The examination of healthcare financing issues as they present at the systems and organizational level is incorporated. Health policy influences and triggers are emphasized, and the impact of historical, political, economic, global, and cultural influences is examined.

**Psychology (PSYC)****522 – Theories of Counseling, 3 Cr.**

Comparative study and application of major theories of counseling. Includes supervised laboratory experience in the techniques of individual and group counseling. Current empirical trends and evidence will be reviewed.

**524 – Motivational Interviewing, 3 Cr.**

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, social workers, in addition to counseling professionals.

**535 – Qualitative Research Methods, 3 Cr.**

This course explores the theoretical underpinnings for conducting qualitative research. Students will learn and apply qualitative research design, develop skills in several data collection strategies including in-depth interviewing, field studies, participant observation, and focus groups.

**571 – Advanced Prevention Principles, 3 Cr.**

The goal of this course is to provide students with introductory information about the predominant theories and models of alcohol and other drug abuse prevention, as well as an overview of the planning processes and implementation issues associated with best practices in prevention programming. The course incorporates prevention theory and practical application for individuals who plan to work with youth, as well as foundational knowledge and skills for advanced studies in community psychology.

**Religious Studies (RLST)****510—World Religions, 3 Cr.**

A survey of the great religions of East and West: their history, their ritual expression, the impact of culture upon religious forms and the impact of religion on culture, government, and economic situations. In short, a study of the human search for “the One, the More and the Mystery.”

**525—Christology, 3 Cr.**

A selective survey on how Christian tradition has viewed Jesus Christ from Biblical to modern times; the centrality of the role and mission of Jesus for contemporary persons. A study of Biblical and contemporary metaphors for Jesus.

**550—Sacraments and Sacramentality, 3 Cr.**

Religious rites have celebrated initiation, adulthood, guilt and reconciliation, ministry and commitment, sickness and death. A consideration of the religious person’s response to the Divine in sacramental celebrations.

**562—Scripture: Pentateuch, 3 Cr.**

A theological review of the first five books of the Hebrew Scriptures as foundational documents of faith for Judaism, Christianity, and Islam.

**563—Scripture: Hebrew Poetry and Wisdom Literature, 3 Cr.**

This course will explore Hebrew poetry and wisdom literature as the great link of experiential and contemplative prayer between Christians of all denominations and their Jewish brothers and sisters.

**572—Scripture: Epistles and the Apocalypse, 3 Cr.**

A study of the apostolic letters of Paul, Peter, James, and John and the formation of the Catholic, apostolic church. This course will also introduce the apocalyptic literature of the book of Revelation.

**573—Scripture: Prophets, Seers, Sages, 3 Cr.**

An in-depth study of the prophetic and wisdom traditions of ancient Israel.

**Servant Leadership (SVLD)****555—Servant Leadership and Global Change, 3 Cr.**

The challenges communities and organizations face often reflect, refract, and interact with a range of global forces at work in the world today. In order to evaluate the prospects and ambiguities of servant-led social change in the twenty-first century, this course will analyze how the very real and often contentious political, economic, and cultural processes of globalization affect the diverse local contexts in which participants currently serve.

**588 – Independent Study, 1–3 Cr.**

The Master of Arts in Servant Leadership seeks to meet the needs of adult learners. All students will participate in the core courses, and while some students' programs may include mostly elective coursework 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 advisor. 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. May be repeated for credit.

**601 – Servant Leadership Theory and Practice, 3 Cr.**

By examining the foundations of servant leadership in scripture, theology, and the experience of the people of God, participants may begin to identify and understand their own ways of leading and the gifts and skills that they bring to leadership for the common good so that they may set goals for developing them. The course should help participants answer these questions: What are the virtues of a servant leader? If I am to be a servant leader, what type of person would I need to be, and how would I need to act?

**602 – Theological and Philosophical Foundations of Servant Leadership, 3 Cr.**

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

**603 – The Art of Leadership, 3 Cr.**

This course, within the context of Christian service, helps participants understand organizational theory, organizational cultures, leadership styles, the dynamics of power and change, and the aesthetics of leadership. In pursuit of the common good, the true, and the beautiful, the participants will have the opportunity to develop skills to lead effectively. Prerequisite: 601 or 602.

**604 – Ethical Decision Making for the Common Good, 3 Cr.**

This course is aimed at providing a framework to help participants make the hard moral decisions that face servant leaders if they are to promote the common good. This course will emphasize traditional ethical principles, contemporary ethical theory, and Catholic social teaching. Application will be made to leadership theory and practice and how these principles shape the common good, especially in our institutions and communities. Prerequisite: 601 or 602.

**605 – Colloquium, 1 or 2 Cr.**

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

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

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

**650 – Building Community, 3 Cr.**

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

**651 – Peacemaking and Conflict Resolution, 3 Cr.**

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

**653 – Ritual and Celebration, 3 Cr.**

Rituals and celebrations form our core identities as we live and work within community. Servant leaders are asked to lead people in appropriate reflection, rituals, and celebrations within each community they serve. This course will explore meditation, prayer, and a discipline of self-reflection as well as help participants create and facilitate rituals that celebrate important moments in community and practice leading others in those celebrations.

**655 – Stewardship: Franciscan Theology of Environmental Stewardship, 3 Cr.**

At the heart of a Franciscan theology of environment is the notion of ecological stewardship—a responsibility and opportunity to embrace the cosmic earth story with an attitude of care for the planetary household of God. Stewardship understood in this way is another key characteristic of a servant leader. This course will examine ecological guidelines for behavior (ethos) for the household (oikos), and explore the relationship between environmental justice and issues of social justice.

**657 – Prophetic Leadership, 3 Cr.**

The prophet is called and calls others to read the signs of the times. Prophetic leadership is genuinely involved in the social, economic, and political realities of the communities they serve. This course will examine prophetic voices throughout history. Participants will discern and discover their own prophetic voice in leadership and the courage of their own conviction.

**786 – Special Topics, 1–4 Cr.**

Special topics courses of variable credit are developed depending on participant need and interest. Some special topics courses have been: Mentoring and Leadership, and Empathy and Imagination. May be repeated for credit.

# Directory

## Administrative Officers

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

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 Ph.D., Michigan State University

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

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 University

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## Master's Program Directors

See each program section for a listing of faculty and program personnel.

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### **Thomas Thibodeau**

*Distinguished Professor of Servant Leadership/Director,  
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University of Minnesota

## Academic Calendar

	2011-2012	2012-2013	2013-2014
<b>SEMESTER I</b>			
Classes Begin	August 29	August 27	August 26
Labor Day	September 5	September 3	September 2
Mid-semester Break	October 21	October 19	October 18
Thanksgiving Break	November 23-27	November 21-25	November 27- December 1
Final Exams	December 12-16	December 10-14	December 9-13
Commencement	December 17	December 15	December 14
<b>SEMESTER II</b>			
Classes Begin	January 16	January 14	January 13
Spring Break	March 5-9	March 4-8	March 3-7
Easter Break	April 5-9	March 28-1	April 17-21
Final Exams	May 7-11	May 6-10	May 5-9
Commencement	May 12	May 11	May 10
Out-Service	May 14-18	May 6-10	May 12-16
<b>2014-2015</b>			
<b>SEMESTER I</b>			
Classes Begin	August 25	August 31	August 29
Labor Day	September 1	September 7	September 5
Mid-semester Break	October 17	October 23	October 21
Thanksgiving Break	November 26-30	November 25-29	November 23-27
Final Exams	December 8-12	December 14-18	December 12-16
Commencement	December 13	December 19	December 17
<b>SEMESTER II</b>			
Classes Begin	January 12	January 18	January 16
Spring Break	March 2-6	March 7-11	March 6-10
Easter Break	April 2-6	March 24-28	April 13-17
Final Exams	May 4-8	May 9-13	May 8-12
Commencement	May 9	May 14	May 13
Out-Service	May 11-15	May 16-20	May 15-19

Academic calendar	19, 117	Campus Security Act	17
Academic computing labs	8	Certificate programs	41, 50, 60, 68
Academic integrity	5, 19	Chapel, San Damiano	6
Academic misconduct	19	Clinical experiences, nursing	58
Academic policy exception	21	College Level Examination Program (CLEP)	19
Academic regulations and policies	17	Computer information systems, course descriptions	71
Academic services	18	Computer labs	8
Academic standing	21	Community Interpreting, certificate	68
Accounting, course descriptions	71	Conceptual framework, education	38
Accreditation, business	31	Consumer information	14
Accreditation, education	38	Copiers	13
Accreditation, nursing	55	Core values	6
Accreditation, Viterbo	2	Course descriptions	75
Add, a course	25	Credit by examination	20
Administrative officers	116	Credit for prior learning	20
Admission	9	Criminal convictions	11
Admission, categories of	9	Curriculum, nursing	55
Admission, business programs	31	Dahl School of Business	28
Admission, criminal or disciplinary record	31	Deans	116
Admission, education programs	39	D.B. Reinhart Center for Ethics, Science, and Technology	7
Admission, international student	10	Degree conferral	29
Admission, mental health counseling program	51	Degree offerings	3
Admission, non-degree student	10	Degree requirements	26
Admission, nursing programs	55	Degree, time to	29
Admission, process	9	Dining services	15
Admission, reentry and readmission	10	Diplomas	29
Admission, servant leadership	63	Directory	114
Admission, transfer student	9	Drop, a course	25
Alternative credit	21	Economics, course descriptions	74
Americans with Disabilities Act	15	Education, course descriptions	74
Amie L. Mathy Center	7	Education, post-baccalaureate, course descriptions	93
Assisi Courtyard	6	Education, School of	36
Athletic complex, outdoor	7	Educational leadership, course descriptions	87
Attendance policy	21	Endorsement, education	41
Attendance policy, business	34	English, course descriptions	96
Audit	21	Ethical leadership, certificate	72
Bonaventure Hall	6	Ethics, course descriptions	96
Bookstore	12	Facilities	6
Brophy Center	6	Faculty, business	34
Business, Dahl School of	31	Faculty, education	44
Business law, course descriptions	71	Faculty, mental health counseling	53
Calendar, academic	19, 116	Faculty, nursing	60
Campus facilities and grounds	6		
Campus Ministry	15		

Faculty, servant leadership	66	Marian Hall	6
Family Educational Rights and Privacy Act (FERPA)	27	MBA program	31
Federal Truth-in-Lending Act	13	Mathy Center, Amie L.	7
Fees	12	McDonald Terrace	6
Finance, course descriptions	96	Memberships, Viterbo University	3
Financial aid	14	Mental Health Counseling	37
Fine Arts Center	6	Military deployment	24
Franny's	6	Mission, business	31
Full-time student status	22	Mission, education	37
Goals, business	31	Mission, graduate studies	4
Goals, graduate studies	4	Mission, mental health counseling	50
Goals, mental health counseling	50	Mission, nursing	46
Goals, servant leadership	63	Mission, servant leadership	63
General information	2	Mission, university	2
Grade appeal process	23	Murphy Center	6
Grade point average	23	Non-degree student admission	11
Grades	22	Non-degree student, nursing	57
Graduate learning outcomes, business	31	Non-discrimination, statement	16
Graduate learning outcomes, education	37	Nursing	57
Graduate learning outcomes, mental health counseling	50	Nursing Center	8
Graduate learning outcomes, nursing	55	Nursing, course descriptions	102
Graduate learning outcomes, servant leadership	63	Nursing, post-MSN certificates	60
Graduate student expectations	4	Other graduate offerings	67
Graduation	29	Outdoor Athletic Complex	6
History, education programs	37	Parking	13
History, Viterbo	5	Payment policy	13
Identification card (ID)	13	Philosophy, education program	38
Identity, Viterbo University	2	Physical Plant	6
Incomplete grade	22	Policies, business	34
Independent study	23	Policies, education	39
Infectious disease policy	15	Policies, mental health counseling	53
Insurance, liability	13	Policies, servant leadership	65
International students, admission	10	Post-MSN certificate program	60
Interpreting Studies, certificate	72	Portfolio, servant leadership	64
Interpreting Studies course descriptions	97	Post-baccalaureate program, education	43
Learning outcomes, business	28	Practicum, nursing	58
Leave of absence	24	Practicum, servant leadership	65
Liability insurance	12	Prerequisite competencies, business	31
Library, Todd Wehr Memorial	6, 18	Privacy, right to	27
Licensure, education	41	Program directors	117
Licensure, mental health counseling	50	Program evaluation	24
Loans	13	Psychology, course descriptions	111
Management, course descriptions	98	Readmission/reentry	10
		Refunds	13
		Registration	25

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Religious studies, course descriptions	111
Repeat, a course	25
Requirements, business	34
Requirements, education	40
Requirements, mental health	53
Requirements, nursing	59
Requirements, servant leadership	66
Rose Terrace	6
San Damiano Chapel	6
Scholarly project, nursing	59
Security	16
Servant leadership	65
Servant leadership, course descriptions	62
Services	11, 16
Sexual harassment policy	25
Statement of Non-discrimination	16
Student Consumer Information	14
Student Development Center	6
Student identification cards	13
Student life	14
Student records	27
Student Right-to-Know	17
Student Union	6
Technology support	18
Time to degree	29
Todd Wehr Memorial Library	6, 16
Transfer admission	9
Transfer credit, business	34
Transfer credit, education	40
Transfer credit, nursing	58
Transfer credit, servant leadership	64
Transfer credit policy	10
Transfer students	10
Transcripts	27
Treacy House	6
Truth in Lending Act	13
Tuition	12
V-Hawk Court	6
Varsity Athletics Center	6
Viterbo Court	6
VitNet	16
Withdrawal	28
Undergraduate enrollment in graduate courses	28

## **Appendix 5**

### **Viterbo University Administrators and Board of Trustees Members**



## **Administrators**

### **President**

Dr. Richard Artman  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

### **Vice President for Institutional Advancement**

Gary Klein  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

### **Vice President for Academic Affairs**

Barbara Gayle  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

### **Dean of Admission**

Robert Forget  
Reinhart Center Room 113  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

### **Vice President for Student Development**

Diane Brimmer  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

### **Chaplain**

Fr. Conrad Targonski, OFM  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

### **Vice President for Administration and Finance**

Todd Ericson  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

### **Vice President for Communications and Marketing**

Patrick Kerrigan  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601



## VITERBO UNIVERSITY BOARD OF TRUSTEES

Revised August, 2011

**Bernard Aldrich**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Richard Artman, Ph.D.**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Gerald Baldner**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Jim Birnbaum**  
Viterbo University  
900 Viterbo Drive  
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**Mark Connelly, M.D.**  
Viterbo University  
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**Amy Connolly**  
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**Fr. Robert Cook**  
Viterbo University  
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La Crosse, WI 54601

**Sister Celesta Day, FSPA**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Sister Marie Des Jarlais, FSPA**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Connie Delaney**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**John Desmond**  
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La Crosse, WI 54601

**Karen Drazkowski**  
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**Sister Susan Ernster**  
Viterbo University  
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La Crosse, WI 54601

**Sister Fran Ferder, FSPA**  
Viterbo University  
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La Crosse, WI 54601

**C. Dan Gelatt**  
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900 Viterbo Drive  
La Crosse, WI 54601

**Sister Mary Ann Gschwind, FSPA**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Kent Handel (President)**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Donna Hansen**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Sister Paulynn Instenes, FSPA  
(Corp. Bd.)**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Dean Janke**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Dr. Timothy Johnson**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Sister Karen Kappell, FSPA**  
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**Sister Romana Klaubauf, FSPA**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Richard Lommen, Jr.**  
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La Crosse, WI 54601

**Lee'Ann Mathy**  
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La Crosse, WI 54601

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La Crosse, WI 54601

**Ernest Micek**  
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**Leticia Peña**  
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**Jack Rusch**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

**Curtis Sampson**  
Viterbo University  
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La Crosse, WI 54601

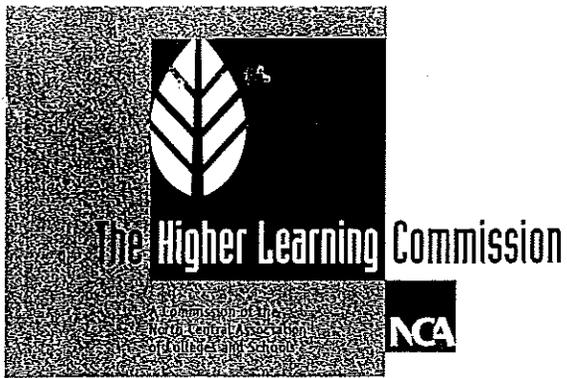
**Barbara A. E. Skogen**  
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900 Viterbo Drive  
La Crosse, WI 54601

**Nola Jo Ratliff-Cobb**  
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900 Viterbo Drive  
La Crosse, WI 54601

**Donald Weber**  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

## **Appendix 6**

### **Agencies Accreditation Letters**



30 North LaSalle Street, Suite 2400 | Chicago, IL 60602 | 312-263-0456  
800-621-7440 | Fax: 312-263-7462 | www.ncahlc.org

Serving the common good by assuring and advancing the quality of higher learning

May 14, 2009

President Richard B. Artman  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601-8804

Dear President Artman:

This letter is formal notification of the action taken concerning Viterbo University by The Higher Learning Commission. At its meeting on May 4, 2009, the Review Committee voted to continue the accreditation of Viterbo University and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated this action through its validation process concluded on May 14, 2009. The date on this letter constitutes the effective date of your organization's new status with the Commission.

I have enclosed your institution's *Statement of Affiliation Status (SAS)* and *Organizational Profile (OP)*. The SAS is a summary of your organization's ongoing relationship with the Commission. The OP is generated from data you provided in your most recent, (2007-08) Annual Institutional Data Update. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Institutional Data Update, we have made the change on the *Organizational Profile*. No other organizational information was changed.

The *Statement of Affiliation Status* and *Organizational Profile* will be posted to the Commission website on Friday, May 22. Before this public disclosure however, I ask that you verify the information in both documents, and inform Dr. Robert R. Appleson, your staff liaison, before Thursday, May 21 of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy in Chapter 7.2 of the *Handbook of Accreditation*. I recommend that you review it with care, and if you have any questions about how planned institutional changes might affect your relationship with the Commission, that you write or call Dr. Appleson.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning  
President

Enclosures: Statement of Affiliation Status  
Organizational Profile

cc: Evaluation Team Members  
Chair of the Board



STATEMENT OF AFFILIATION STATUS

VITERBO UNIVERSITY  
900 Viterbo Drive  
La Crosse, WI 54601-8804

*Affiliation Status:* Candidate: Not Applicable  
Accreditation: (1954- )

PBAQ PARTICIPANT

Nature of Organization

*Legal Status:*

Private NFP

*Degrees Awarded:*

A, B, M

Conditions of Affiliation:

*Stipulations on Affiliation Status:*

Accreditation at the Master's level is limited to the Master of Science in Nursing; the Master of Arts in Education; the Master of Arts in Servant Leadership; and the Master of Business Administration. Other course offerings at the Masters level are limited on campus to five courses or 20 semester hours and elsewhere to credit courses in Education not applicable to a degree. Out-of-state degree offerings are limited to the Master of Arts degree in Education in Iowa; Master of Arts in Servant Leadership in St. Paul, MN; and the Bachelor of Science in Nursing in Rochester, MN. On-line delivery is limited to the Bachelor of Business Administration program. Associate-level programs are limited to the Associate of Arts and Associate of Science degree programs with the collaboration of Western Wisconsin Technical College at the WWTC main campus and at WWTC interactive television sites.

*Approval of New Degree Sites:*

The Commission's Streamlined Review Process is only available for offering existing undergraduate degree programs at new sites within the state.

*Approval of Distance Education Degrees:*

Prior Commission approval required for distance education programs other than the Bachelor of Business Administration program, and the Associate of Arts and Associate of Science degree programs offered in collaboration with Western Wisconsin Technical College at the WWTC main campus and at WWTC interactive television sites.

*Reports Required:*

Progress Report: 05/01/2012; A report on the following: 1) graduate level education governance structure and faculty work-load and scholarship; 2) clarification of administrative responsibilities for on-line and off-campus programs; 3) strategic planning 4) assessment of student learning.

*Other Visits Scheduled:*

None.

Summary of Commission Review

*Year of Last Comprehensive Evaluation:*

2008 - 2009



# The Higher Learning Commission

30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456  
800-621-7440 | FAX: 312-263-7462 | [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)

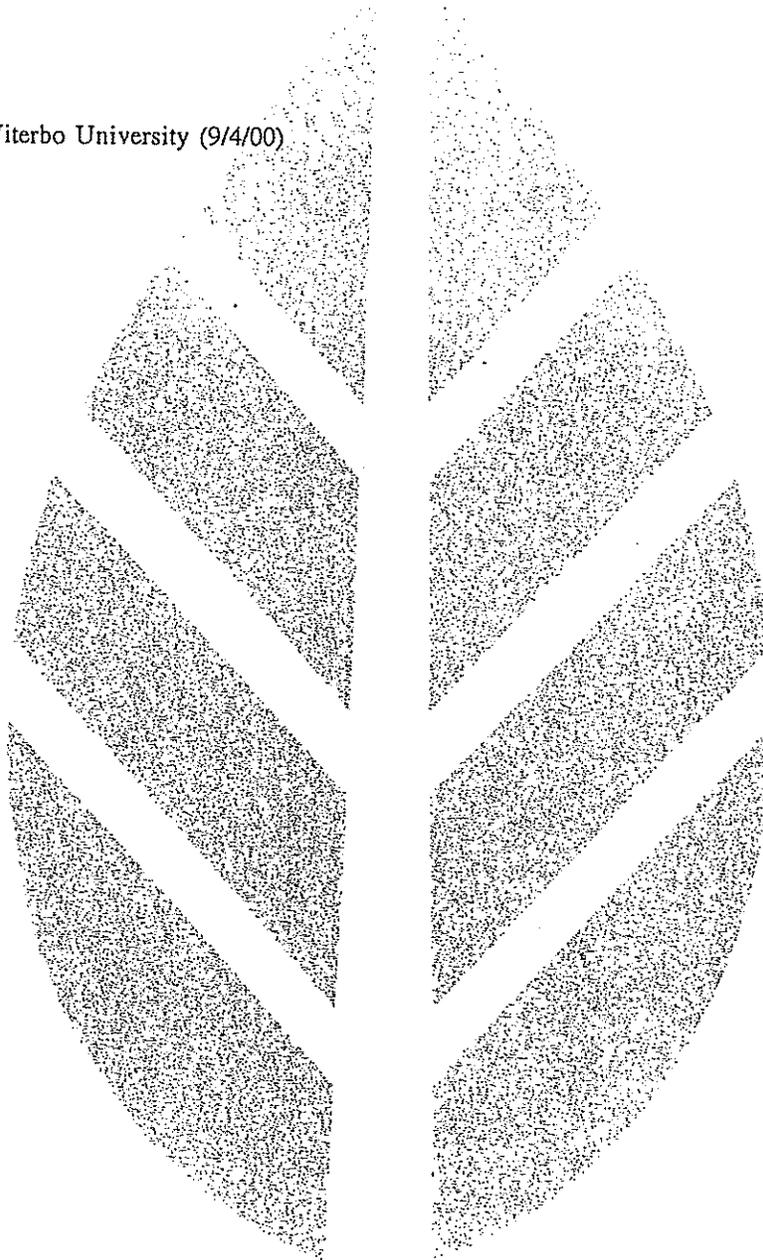
## STATEMENT OF AFFILIATION STATUS

*Year for Next Comprehensive Evaluation:* 2018 - 2019

*Date of Last Action:* 05/14/2009

*Name Change:*

Viterbo College to Viterbo University (9/4/00)





## ORGANIZATIONAL PROFILE

VITERBO UNIVERSITY  
900 Viterbo Drive  
La Crosse, WI 54601-8804

### Enrollment Demographics (by headcount) (HLC Posted: 04/15/2009)

	<u>Full-Time</u>	<u>Part-Time</u>
Undergraduate:	1527	470
Graduate:	189	271
Post-baccalaureate First Professional:	0	0
Non-Credit headcount:		487

Educational Programs (HLC Posted: 04/15/2009)	<u>Program Distribution</u>	<u>Total Awarded</u>
Leading to Undergraduate degrees:	Associate	5
	Bachelors	388
Leading to Graduate degrees:	Masters	421
	Specialist	0
	First Professional	0
	Doctoral	0
Certificate Programs:	12	34

### Dual Enrollment (HLC Posted: 04/15/2009)

Headcount in all dual enrollment (high school) 65

### Off-Campus Activities (HLC Posted: 04/15/2009)

In-State:      Campuses:      None  
                   Sites:              Appleton (Appleton Sch District) ; Ashland (Ashland CESA 12) ;  
                                          Baraboo (Baraboo SCEA) ; Chippewa Falls (Chippewa Falls School  
                                          District) ; Chippewa Falls (St. Joseph Hospital) ; Eau Claire (Eau Claire  
                                          School District) ; Fennimore (Fennimore CESA 3) ; Fort Atkinson (Fort  
                                          Healthcare) ; Gillett (Gillett CESA 8) ; Green Bay (Green Bay Center) ;  
                                          Janesville (Blackhawk Technical College) ; Kewaskum (Kewaskum  
                                          Administration Center) ; Kimberley (Kimberly Sch District) ; Madison  
                                          (Lakeland Coll. Madison Campus) ; Marshfield (Holiday Inn) ; Middleton  
                                          (Middleton - Cross Plains School District) ; Mosinee (Mosinee Sch  
                                          District) ; Portage (Portage School District) ; Shawno (Shawno Sch  
                                          District) ; Superior (Wisconsin Indianhead Technical College) ;  
                                          Tomahawk (Tomahawk CESA) ; Turtle Lake (Turtle Lake CESA 11) ;  
                                          Waupun (Waupun High School) ; Wausau (Westwood Conference  
                                          Center) ; Wautoma (Riverview Primary School) ; Wauwatosa  
                                          (Wauwatosa School District) ; West Allis (Milwaukee Center) ; West  
                                          Salem (West Salen CESA 4)

Course Locations: 67

Out-of-State:      Campuses:      None  
                           Sites:              Bloomfield, IA (Davis Co. CSD) ; Burlington, IA (AEA 16) ; Cedar  
                                          Falls, IA (Cedar Falls AEA 267) ; Dallas Center              IA, IA (Dallas  
                                          Center CSD) ; Dyersville, IA (Beckman High School) ; Fort Dodge, IA  
                                          (Fort Dodge Community School) ; Marshalltown, IA (Marshalltown  
                                          CSD) ; Ottumwa, IA (Great Prairie AEA) ; Washington, IA (Washington  
                                          Comm. Schools) ; West Des Moines, IA (WDM Center) ; Bloomington,  
                                          MN (Oman Guidance Research) ; Rochester, MN (Northrop Comm Ed.



## ORGANIZATIONAL PROFILE

VITERBO UNIVERSITY  
900 Viterbo Drive  
La Crosse, WI 54601-8804

Center)

Course Locations: Ankeny, IA (Ankeny School District) ; Clear Lake, IA (Clear Lake High School) ; Johnston, IA (Johnston Middle School) ; Urbandale, IA (Urbandale School District) ; Van Home, IA (Benton Comm. School District) ; Waterloo, IA (Waterloo School District) ; Waverley, IA (Washington Irving Elementary)

Out-of-U.S.:      Campuses:      None  
                         Sites:                None  
                         Course Locations: None

Distance Education Certificate and Degree      (HLC Posted: 04/15/2009)

BBA in Management Information Systems	Internet
BBA in Organizational Management	Internet

May 6, 2011

Dr. Richard B. Artman  
President  
Viterbo University  
900 Viterbo Drive  
Office of the President  
La Crosse, WI 54601-8804

Dear Dr. Artman:

At its April 17-19, 2011 meeting in Louisville, Kentucky, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the continuing accreditation of the Education Department at Viterbo University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the Education Department at Viterbo University at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the unit's accomplishment is enclosed with the copy of this letter that has been sent to the head of your professional education unit.

Details of the Unit Accreditation Board's findings are provided in the enclosed accreditation action report. Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion. Any areas for improvement that have been cited are listed in the enclosed accreditation action report.

The next NCATE visit is scheduled for Fall 2017. In partnership states, the actual date of the visit must be determined jointly by the state and NCATE. In addition, your institution will be required to complete the NCATE annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. During the accreditation period, you will be expected to report evaluations and changes in relation to the six standards.

The recent meeting of NCATE's Unit Accreditation Board culminates several years of preparation and deliberation on the part of both the institution seeking accreditation and NCATE. Beginning with the institutional self-study and ending with the deliberations of the Unit Accreditation Board, a great deal of thought and effort went into the accreditation process. NCATE places great faith in its Board of Examiners members and the Unit Accreditation Board, and we want you to know that your unit was examined carefully throughout each stage of the accreditation process. Moreover, we have been most pleased with the cooperation received from the faculty, staff, and administration at your institution. Please contact us for further explanation of the findings of the Board or assistance in determining any future courses of action.

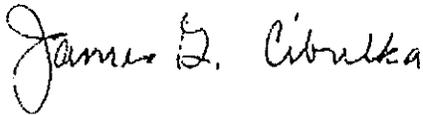
Enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority has access to these documents in NCATE's

## Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online press packet on NCATE's website. From the homepage, click on "Accreditation," then "After the Visit," then "Press Packet" under the subhead "Celebrating Accreditation." The packet includes a sample press release announcing a school of education's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because the education unit is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your unit's website. The logo can be found at the link just above "Press Packet" under the subhead "Celebrating Accreditation" as noted above. The logo is a distinctive mark that demonstrates that you have met demanding national professional standards for educator preparation.

Congratulations again on this accomplishment. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Sincerely,



James G. Cibulka  
President

## Enclosures

cc: Dr. Susan S. Batell, Education Department  
Dr. Rhonda M. Rabbitt, Education Department  
Dr. Catherine Cullen, Wisconsin Department of Public Instruction  
Board of Examiners Team

## **NCATE**

National Council for Accreditation of Teacher Education

# **ACCREDITATION ACTION Report**

Viterbo University  
La Crosse, Wisconsin

May 2011

### **ACCREDITATION DECISION**

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next onsite visit will take place in Fall 2017.

*Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.*

### **STANDARDS SUMMARY**

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
*1 Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
*2 Assessment System and Unit Evaluation	Met	Met
*3 Field Experiences and Clinical Practice	Met	Met
*4 Diversity	Met	Met
*5 Faculty Qualifications, Performance, and Development	Met	Met
*6 Unit Governance and Resources	Met	Met

### **AREAS FOR IMPROVEMENT**

The following areas for improvement (AFIs) should be addressed before the unit's next on-site visit by NCATE. Progress made toward eliminating them should be reported in Part C of the unit's annual report to NCATE. The Board of Examiners (BOE) team will indicate in its report at the next visit whether the institution has adequately addressed each of the AFIs.

**STANDARD 4 - Diversity**

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

1	Candidates have limited opportunities to interact with faculty members from diverse groups..	<input checked="" type="checkbox"/> ITP <input checked="" type="checkbox"/> ADV
---	----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------

*NOTE: Neither NCATE staff, team members, nor other agents of NCATE are empowered to make or modify Unit Accreditation Board decisions. These remain the sole responsibility of the Unit Accreditation Board itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.*



**Policies on  
Dissemination of Accreditation Information  
National Council for Accreditation of Teacher Education (NCATE)**

**General Information on Accreditation Processes, Standards, and Accredited Institutions**

NCATE's standards, policies, accreditation decisions, and accreditation procedures are published on its website ([www.ncate.org](http://www.ncate.org)). In addition, NCATE publishes on its website a list of accredited institutions and institutions that are candidates for accreditation, along with their accreditation status (i.e., candidate for accreditation or accredited), and the semester and year in which NCATE will conduct its next accreditation review of the institution. NCATE's website also identifies staff members and their responsibilities, as well as the names and affiliations of its board members. Institutions' representation of accreditation information is discussed in the policy "Representation of Information to the Public."

**Solicitation of Third-Party Comment on Institutions with Upcoming Reviews**

On its website, NCATE separately publishes a list of institutions with an accreditation review scheduled in the upcoming semester, and provides the opportunity for interested parties to submit letters of testimony about the quality of the institution's professional education programs.

**Information that is Available Upon Request**

Accreditation action reports are considered to be public information and will be released upon written request. Institutional comments in response to a decision to deny or revoke accreditation will be released along with the action report with the denial or revocation of accreditation decision. (See "Notice of Accreditation Decisions" below for terms of the release of these documents.) Also upon request, NCATE will release the academic and professional qualifications, relevant employment, and organizational affiliations of its current governing board members and its principal staff. (Note: addresses, phone numbers, or e-mail addresses of board members and staff are not released.)

**Notice of Accreditation Decisions**

Within 30 days after an accreditation decision, NCATE provides written notice of the accreditation decision to the chief executive officer of the institution. No later than 30 days after the date of all final<sup>1</sup> accreditation decisions and all decisions to accept institutions as candidates for accreditation, NCATE provides written notice of those decisions to the U. S. Secretary of Education, the appropriate state licensing or authorizing agency, appropriate accrediting agencies, and the public (via its website). Thirty days after an accreditation decision, NCATE also provides a list of the Unit Accreditation Board actions with any applicable accreditation action reports to the applicable chief state school officer, the executive director of the state National Education Association affiliate, and the executive director of the American Federation of

Teachers state organization. In addition, NCATE provides a list of the Unit Accreditation Board actions to the state organizations affiliated with the National School Boards Association. Within 24 hours of a final decision to deny or revoke accreditation, NCATE will provide notice to the public of that decision, via its website.

No later than 60 days after a decision to deny or revoke accreditation, NCATE will provide the U.S. Secretary of Education, the appropriate state licensing or authorizing agency, and the public with the accreditation action report that summarizes the reason for the accreditation decision, along with comments, if any, that the institution has made with regard to the accreditation decision.

1 All accrediting decisions that are not subject to appeal are considered *final* on the date the decision is rendered by the Unit Accreditation Board. Accrediting decisions that are subject to appeal are considered to be final when (1) an institution that has received an appealable accreditation decision has not notified NCATE that it intends to appeal that decision by the date specified in the accreditation action letter; or (2) an institution has exhausted the appeals process.

### **Notice of Withdrawal or Lapse of Accreditation**

Within 30 days after receiving notification from an institution that it is withdrawing voluntarily from accreditation or candidacy for accreditation, or within 30 days after the date on which an institution lets its accreditation or candidacy for accreditation lapse, NCATE will so notify the Secretary of Education, the appropriate state licensing or authorizing agency, and the public (via the website).

### **Notice of State Change in Status for an NCATE-Accredited Institution**

NCATE will notify the public, via its website, when provided with notice from the appropriate state licensing or authorizing agency that a state has changed the status of an NCATE-accredited institution.

### **Confidential Information**

All information that is provided to NCATE in preparation for accreditation review or an appeal of an accreditation decision is considered to be the property of the institution and is not made available to the public by NCATE. These materials include preconditions, institutional reports, program review documentation, Board of Examiners reports, third-party testimony, rejoinders to BOE reports, and appeals briefs. NCATE may use some of these documents for training purposes, but not without permission from the institution. However, samples of these materials are made available to the U.S. Department of Education (ED) and the Council for Higher Education Accreditation as part of NCATE's periodic review by those organizations. Information provided to ED is covered by the Freedom of Information Act (FOIA). NCATE will, to the best of its abilities, redact information that would identify individuals or institutions that is not essential to ED's review of NCATE; make a good faith effort to designate all business information within NCATE's submissions that NCATE believes would be exempt from disclosure under exemption 4 of FOIA; identify any other material NCATE believes would be exempt from public disclosure under FOIA, the factual basis for the request, and any legal basis

NCATE has identified for withholding the document from disclosure; and ensure that documents

### **Aggregate Data and Scholarly Research**

NCATE reserves the right to compile and issue data derived from accreditation documents in such a way that the identity of institutions and individuals is not revealed. For the purposes of scholarly research, permission may be granted by the NCATE president for researchers to have access to NCATE activities, files, and institutional materials. Researchers will be bound by the rules of confidentiality as stated in this document, and may not reveal information listed as confidential without written consent from the institution.

### **Information that is Provided to the Secretary of Education**

In addition to the information described in the preceding paragraphs, NCATE must submit the following information to the Secretary of Education: a copy of any annual report that it prepares; a summary of the agency's major accrediting activities during the previous year, if requested by the Secretary; and any proposed change in the agency's policies, procedures, or accreditation standards that might alter its scope of recognition or compliance with the criteria for recognition. NCATE will provide the Secretary annually with a copy of its list of accredited institutions and institutions that are candidates for accreditation.

NCATE will also supply the Secretary with the name of any accredited or candidate institution it accredits that NCATE has reason to believe is failing to meet its Title IV, HEA responsibilities or is engaged in fraud or abuse, along with the agency's reasons for concern about the institution, and if the Secretary requests, will provide information that may bear upon an accredited or candidate institution's compliance with its Title IV, HEA program responsibilities, including the eligibility of the institution to participate in Title IV, HEA programs. NCATE may notify an institution of inquiries it receives from ED, but will review on a case-by-case basis the circumstances surrounding the contact and any attendant need for confidentiality of that contact. Upon specific request by ED, NCATE will consider that contact confidential.

rev. 10/98; 11/99; 10/00 (replaces Public Disclosure Policy); 3/01; 8/02; 10/03; 10/05;4/08;4/10



**Policy on  
Representation of NCATE Accreditation to the Public  
National Council for Accreditation of Teacher Education (NCATE)**

NCATE requires institutions to include the following statement in all institutional publications in which it discloses that the professional education unit is NCATE-accredited:

*The [name of the professional accreditation unit] at [name of institution] is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers [initial teacher preparation programs and/or advanced educator preparation programs] at [name of all sites included in the accreditation]. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.*

Examples of publications in which this statement should appear include catalogs, handbooks, and the institution's website. It is not necessary to include this statement in advertisements or in informal reports or presentations; in these cases, the NCATE logo or the phrase "NCATE accredited" or "an NCATE-accredited institution" is sufficient. Questions about the applicability of this statement to a particular document should be addressed to NCATE staff.

Institutions are required to notify candidates currently enrolled in teacher education programs of the meaning and possible outcomes when: a focused or full visit is required within two years. Candidates must be informed of the semester and year in which the UAB will take action, including the possibility and consequences of revocation of accreditation that could occur as a result of the UAB's action at that point.

Institutions must ensure the adequacy and accuracy of information they make available to the public. All information released by an NCATE-accredited institution regarding its accreditation status and the availability and quality of its programs must be accurate and not misleading to prospective candidates or the public. If an accredited unit or candidate for accreditation misrepresents its accreditation status to the public, the President of NCATE can make a recommendation to the UAB to reconsider an institution's accreditation status.



# ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS

Bringing Together Those Dedicated to Teaching Excellence

January 3, 2012

Dr. Richard Artman  
President  
Viterbo University  
900 Viterbo Dr.  
LaCrosse, Wisconsin 54601

Dear Dr. Artman,

The Baccalaureate/Graduate Degree Board of Commissioners met on November 17-18, 2011 and reviewed your quality assurance report. After review, the board voted to accept the report with two Opportunities for Improvement (OFIs), and to remove all notes and conditions with the following comments:

**OFI on Overview 03** - The institution must clearly identify programs that are and are not accredited in all media. The school website shows all programs offered in the school as being fully accredited with no mention as to the status of the degree completion programs. There are examples of appropriate wording on the ACBSP web site.

**OFI on Overview 05** - The Dahl School of Business has added a series of degree completion programs for which no paperwork or accreditation request are in the QA. The institution has a maximum of five years from the date of the program's inception to achieve accreditation. The degree programs need to be operational with enrolled students for at least two years and have graduates before it can be considered for accreditation. Please notify ACBSP the status of these programs.

**Remove Note on Standard 2** - The Dahl School of Business has included documentation of an implemented strategic planning process with results and plans for continued improvement.

**Remove Note on Criterion 4.2** - The Dahl School of Business presents a fully deployed process of learning outcomes measurement and analysis.

**Remove Condition on Standard 3** - The Dahl School of Business QA reports presents a fully developed process meeting all of the requirements set forth in the standard.

Viterbo University  
Page Two  
January 3, 2012

**Remove Conditions on Criterion 5.2.3 and Criterion 5.4** - Between fall 2009 and summer 2011, the Dahl School of Business hired eight permanent faculty members, and seven of the eight hold doctoral degrees. This has allowed the school to meet all of the concerns raised as to the full deployment of the standard. The university is to be commended on its rapid and significant response to the utilization of faculty resources.

Congratulations! As a result of these actions, Viterbo University is now fully accredited with no Notes or Conditions. For additional information regarding your QA Report, please see the attached commissioners' review form. Your next quality assurance report will be due 9/15/2013 and your reaffirmation is scheduled for 2019.

We hope to see you at the 2012 Annual Conference which is being held in Baltimore, Maryland from June 15-18. Additional information is available on our website at [www.acbsp.org](http://www.acbsp.org).

ACBSP is looking forward to our continued relationship with Viterbo University. Thank you for providing quality business programs for your students. We are happy to have you as one of our valued members.

Sincerely,



Steve Parscale  
Director of Accreditation

c: Dr. Thomas Knothe, Dean  
Dr. Sara Cook, Assistant Dean

**Commission on  
Accreditation for  
Dietetics Education**

the accrediting agency for the  
**eat  
right.** American Dietetic  
Association

September 9, 2011

Alida M. Herling, MPH, RD  
Director, Coordinated Program in Dietetics  
Viterbo University  
Nutrition and Dietetics Department  
900 Viterbo Drive  
La Crosse, WI 54601-8804

120 South Riverside Plaza  
Suite 2000  
Chicago, Illinois 60606-6995  
800/877-1600 ext. 5400  
www.eatright.org

Dear Ms. Herling:

On behalf of the board members and staff of the Commission on Accreditation for Dietetics Education (CADE), I would like to thank you for the hospitality extended to our reviewers during their recent visit to evaluate your program. I have enclosed a copy of the site visit report for your information. We encourage you to discuss this report with appropriate administrators in your organization. In order for CADE to comply with the requirements established by the United States Department of Education, a copy of the site visit report is also being sent to the chief executive officer of your organization.

If you wish to comment on the accuracy of the findings in the report, please send five paper copies and four electronic copies (on CD-ROM or USB flash drive) of all comments and supporting materials, postmarked within 30 calendar days of receipt of this letter. Conversely, if you choose to not respond, please communicate this to me promptly, so that we can complete the review process for your program. We strongly encourage you to send all correspondence by receipted mail to assure proof of transmittal.

The CADE Board will review the site visit report and comments at its meeting on February 22-24, 2012. Approximately two weeks after this meeting, we will notify you in writing of the Board's decision. In order to assure confidentiality and inform all programs in a timely and uniform manner, we will only communicate accreditation decisions through written correspondence; decisions will not be disclosed over the telephone.

We would also like to alert you to a message that will be emailed to you shortly. The message contains a link to an on-line survey regarding your opinions of the site visit. Please complete the survey as soon as possible. In addition, we would appreciate any feedback from the administrators who met with the program review team. A second on-line survey link is provided in the email message for this purpose. Please forward the link to the appropriate administrators and encourage them to complete

over

Alida M. Herling, MPH, RD

September 9, 2011

Page 2 of 2

the survey. Your evaluations will be kept confidential and will be used to provide recommendations for improvement to the CADE Board and program reviewers, but only after the final accreditation decision has been made.

If you have any questions, please feel free to call me at (800) 877-1600 ext. 4875.

Sincerely,



Ellen Gleason, MSIR, MSOD  
Manager, Education Program Accreditation  
Accreditation and Education Programs

EG/jj

Enclosures: Site Visit Report

cc: Richard Artman, PhD  
Karen Gibson, RD, CD, CSSD  
Barbara M. Gayle, PhD  
Silvana F. Richardson, PhD

May 12, 2011



Commission on  
Collegiate Nursing  
Education

Serving the  
Public Interest  
Through Quality  
Accreditation

Silvana F. Richardson, PhD, RN  
Dean  
School of Nursing  
Viterbo University  
900 Viterbo Drive  
LaCrosse, WI 54601-8804

Dear Dr. Richardson:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on April 14-16, 2011, to grant accreditation to the baccalaureate degree program in nursing at Viterbo University for the term of 10 years, extending to June 30, 2021. The accreditation action is effective as of October 4, 2010, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2020.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

One Dupont Circle, NW  
Suite 530  
Washington, DC  
20036-1120  
202-887-6791  
fax 202-887-8476  
[www.aacn.nche.edu](http://www.aacn.nche.edu)

As is required for all accredited programs, the Board requested that the program submit a Continuous Improvement Progress Report (CIPR) at the mid-point of the accreditation term. The CIPR should address the nursing program's continued compliance with all accreditation standards. The deadline for submitting the progress report to CCNE is June 1, 2016. The Report Review Committee, and then the Board of Commissioners, will review the progress report in the fall of 2016. For more information about CIPRs, please refer to the CCNE *Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs*, available at <http://www.aacn.nche.edu/Accreditation/pdf/Procedures.pdf>.

Please note that the aforementioned CIPR will need to address the CCNE standards that are in effect at the time of submission. In the reminder letter sent approximately 5 months prior to the CIPR due date, CCNE will inform the program of the specific standards to be used and will provide guidance for the preparation of the report.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to Viterbo University. We hope that both the results of your self-study process and the accreditation report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

As a reminder, programs are expected to continue to comply with the CCNE standards and procedures throughout the period of accreditation. This includes advising CCNE in the event of any substantive change in the nursing program or of any major organizational changes that may affect the program's administration, scope, or quality. Substantive change notifications must be submitted to CCNE no earlier than 90 days after prior to implementation or occurrence of the change, but

no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE *Procedures*.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the fall of 2010. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,

A handwritten signature in cursive script, appearing to read "C. Ledbetter".

Carol Ledbetter, PhD, FNP, BC, FAAN  
Chair, Board of Commissioners

cc: President Richard B. Artman  
CCNE Board of Commissioners  
CCNE Accreditation Review Committee  
CCNE Evaluation Team



# COUNCIL ON SOCIAL WORK EDUCATION

STRENGTHENING THE PROFESSION OF SOCIAL WORK

Leadership in Research, Career Advancement, and Education

1725 Duke Street, Suite 500, Alexandria, VA 22314-3457 TEL 703.683.8080 FAX 703.683.8099 www.cswe.org

OFFICE OF SOCIAL WORK  
ACCREDITATION AND  
EDUCATIONAL EXCELLENCE  
(OSWAAE)

COMMISSION ON  
ACCREDITATION (COA)

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Emeritus Dean, Barry University

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Dominquez Hills

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EXECUTIVE DIRECTOR, CSWE  
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PRESIDENT,  
BOARD OF DIRECTORS  
Kay S. Hoffman, Ph.D.  
University of Kentucky

October 16, 2006

Dr. William J. Medland, President  
Office of the President  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601-8802

Dear Dr. Medland:

At its October 2006 meeting, the Commission on Accreditation (COA) reviewed the *Self-Study*, the *Accreditation Review Brief*, and the program's response to the *Brief* as the reaffirmation application for the baccalaureate social work program. The COA voted to reaffirm the program's accreditation for eight years, ending October 2014.

Procedures regarding the process of reaffirmation are included with this letter. Please be in touch with Dr. Judith Bremner, Accreditation Specialist in the Office of Social Work Accreditation and Educational Excellence, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Sincerely,

Stephen M. Holloway, Ph.D., Chair  
Commission on Accreditation

SMH/JBB

CC: Debra Daehn Zellmer  
Social Work Program Director

Enclosures: Procedures for Reaffirmation



# COUNCIL ON SOCIAL WORK EDUCATION

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Procedures regarding the process of reaffirmation are included with this letter. Please be in touch with Dr. Judith Bremner, Accreditation Specialist in the Office of Social Work Accreditation and Educational Excellence, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Sincerely,

Stephen M. Holloway, Ph.D., Chair  
Commission on Accreditation

SMH/JBB

CC: Debra Daehn Zellmer  
Social Work Program Director

Enclosures: Procedures for Reaffirmation

## PROCEDURES FOR REAFFIRMATION

**PROGRAM NAME:** Baccalaureate Social Work Program at Viterbo University (WI)

**NEXT REVIEW:** October 2014

**DATE:** October 16, 2006

The social work program should prepare the following:

- **Site Visit Planning form.** One year before the program's reaffirmation review date, it receives a *Site Visit Planning* form. The program returns the form to the Site Visit Coordinator within two weeks of its receipt. Download a copy of this form by going to: [www.cswe.org/accreditation/Resources/forms/Site Team Planning Form October Agenda 05-11-2006 BMW.doc](http://www.cswe.org/accreditation/Resources/forms/Site%20Team%20Planning%20Form%20October%20Agenda%2005-11-2006%20BMW.doc))
- **Eligibility Application.** By November 1, 2013 the program submits its' eligibility application for reaffirmation, *Authorization of Program Review* form, and *Baccalaureate or Master's Reaffirmation Eligibility Application* form, to its Accreditation Specialist. Download a copy of this form by going to: [www.cswe.org/accreditation/Resources/forms/Baccalaureate Reaffirmation Eligibility Application 05-11-2006 BMW.doc](http://www.cswe.org/accreditation/Resources/forms/Baccalaureate%20Reaffirmation%20Eligibility%20Application%2005-11-2006%20BMW.doc)
- **Reaffirmation Fee.** The program will be invoiced by the Council on Social Work Education's (CSWE) Office of Finance and Human Resource Management. Download a copy of the fees by going to: [www.cswe.org/accreditation/Resources/forms/Reaffirmation Fees and Related Expenses 05-18-2006 LAW.doc](http://www.cswe.org/accreditation/Resources/forms/Reaffirmation%20Fees%20and%20Related%20Expenses%2005-18-2006%20LAW.doc)
- **Self-Study.** One month prior to the site visit the program mails one (1) copy of the full self-study, to each site team member and three copies (3) of the full self-study, to the Office of Social Work Accreditation and Educational Excellence (OSWAE).
- **Site Visit.** The program's site visit will occur between March 1, 2014 and May 31, 2014.
- **Program Response to the Site Team's Accreditation Review Brief.** No later than two weeks after the visit the site team chair submits one (1) electronic and one (1) paper copy of the team's *Accreditation Review Brief* to the program's accreditation specialist. A copy of the team's *Accreditation Review Brief* is sent to the chief administrators of the institution and the social work program. No later than two weeks after the receipt of the team's *Accreditation Review Brief* the program submits one (1) electronic and three (3) paper copies of its response to its accreditation specialist.

**File Complete.** The program's file is complete with the submission of the program's response.

**COA Review for Reaffirmation.** The program is reviewed for reaffirmation at the October 2014 Commission on Accreditation Meeting.

OFFICE OF THE EXECUTIVE DIRECTOR  
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC  
11250 ROGER BACON DRIVE, SUITE 21  
RESTON, VIRGINIA 20190-5248

TELEPHONE: (703) 437-0700  
FACSIMILE: (703) 437-6312

December 16, 2011

Diane Foust  
Chairperson, Department of Music  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

Dear Professor Foust:

The NASM Commission on Accreditation, at its November 2011 meetings, took action regarding your institution. A Commission Action Report is enclosed describing this action in detail. If applicable, this Report will contain any further requests to your institution from the Commission. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of NASM policies regarding strict confidentiality.

Please contact the NASM National Office staff if you have questions or need assistance.

The Commission on Accreditation and the Association appreciate your institution's continuing efforts on behalf of music, and look forward to working with you to support advancement of the field.

With best regards, I remain

Sincerely yours,

Samuel Hope  
Executive Director

SH:ck  
Enclosure

cc: ✓ Richard Artman, President  
Viterbo University  
Timothy Schorr, Interim Dean, School of Fine Arts  
Viterbo University  
Don Gibson, President, NASM  
Sue Haug, Chair  
NASM Commission on Accreditation  
Dan Dressen, Associate Chair  
NASM Commission on Accreditation  
Charles Lynn Wheeler, NASM Visitor  
Ramona Holmes, NASM Visitor

VITERBO UNIVERSITY  
Department of Music  
NASM Commission Action Report  
December 16, 2011  
Page 2

The *Procedures for Submitting Responses and Progress Reports* may be downloaded from the NASM Web site at <http://nasm.arts-accredit.org> (see "Publications," "Accreditation Procedures and Documents," and beneath that "Other Procedures Related to the Accreditation Process").

**New Curricula:**

The Commission voted to grant Plan Approval and Final Approval for Listing for the following degrees:

Certificate in Teacher Licensure.  
Bachelor of Arts in Music.

**Notes:**

1. Regarding the degree Bachelor of Fine Arts in Music Theatre, the Commission notes that due to the proportion of required theatre courses, this degree does not fall under the purview of NASM and will not be included in the institution's NASM degree listing. Based on its content, this degree appears to fall under the purview of the National Association of Schools of Theatre.
2. The institution is reminded that NASM standards regarding the awarding of credit were amended by ~~vote of the NASM Membership in November 2011~~. This amended language is now in effect and should be reviewed by the institution and used as the basis for any reply to the Commission regarding this issue. The Commission will use the new text when reviewing institutional submissions. The amended text may be found at <http://nasm.arts-accredit.org/index.jsp?page=Standards-Handbook> and will be incorporated into the *NASM Handbook 2011-12* when it is published.

**Commendation:**

The Commission commends the institution for a well-written Self-Study and thorough Optional Response.

---

Samuel Hope  
Executive Director

SH:ck

National Association of Schools of Music  
11250 Roger Bacon Drive, Suite 21  
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

December 16, 2011

VITERBO UNIVERSITY  
Department of Music

**Action:**

The Commission voted to continue the current Membership status of the institution and to seek further information before completing its work with the application for renewal of Membership. This deferral by the Commission is not a negative action. Rather, it enables consideration of issues and concerns by the institution and the Commission within the framework of the present Self-Study and on-site visit.

The institution is asked to respond to the concerns below.

The Commission also took action regarding new curricula, as outlined elsewhere in this report.

**Items for Response:**

1. The Visitors' Report indicated that the institution does not appear to meet the large and small ensemble experiences standard for the Bachelor of Music in Music Education. While the Optional Response noted a variety of possible experiences available to meet the small ensemble requirement, it does not appear that current curricular requirements ensure that the standard is being met for all students. The Optional Response indicates that measures are being taken to incorporate small ensemble experiences as part of the curricular requirements; these will be implemented by Fall 2012. The Commission requests documentation of changes made and measures taken to ensure compliance with this standard (see Self-Study, page 43; Visitors' Report, page 8; Optional Response, page 1; NASM *Handbook 2010-2011*, item IX.L.3.c.(2)(c)).
2. The Self-Study does not define the institutional credit policy. The Commission requests the institution provide the full definition on its policies for awarding and transferring credits, as well as documentary evidence of its publication in appropriate published materials (see NASM *Handbook 2010-2011*, item III.A.2.-5.).

**Due Date for Response:**

May 1 for consideration at the Commission meetings of June 2012.

National Association of Schools of Music  
11250 Roger Bacon Drive, Suite 21  
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

December 16, 2011

VITERBO UNIVERSITY  
Department of Music

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2. The Self-Study does not define the institutional credit policy. The Commission requests the institution provide the full definition on its policies for awarding and transferring credits, as well as documentary evidence of its publication in appropriate published materials (see NASM Handbook 2010-2011, item III.A.2.-5.).

Due Date for Response:

May 1 for consideration at the Commission meetings of June 2012.

## Explanation of Deferral

In the accreditation process, an accrediting Commission often finds a situation in which an institution cannot be granted initial accreditation or renewal of accreditation on the basis of evidence presented. This may be because the institution clearly does not meet the standards as outlined in the *NASM Handbook*, or because sufficient information has not been provided.

Rather than deny accreditation or place the institution on probation, the Commission defers any action until certain conditions are met that clarify the situation and/or bring the institution into compliance. Deferral is not a negative action, but rather a mechanism for dialogue between the Commission and an institution. The deferral concept is intended to prevent short review cycles and to obviate the need for other review procedures that would be expensive to the institution.

Member institutions whose applications are deferred continue their current membership status and maintain all rights and responsibilities of Membership. Deferral does not mean that an institution has lost its accreditation, its right to vote during the Annual Meeting, or its listing in the *NASM Directory*. Deferral simply indicates that the institution has one or more issues that need to be addressed, reviewed, or explained in more detail before the institution's application can be approved.

There is no public notice of deferral. Letters reporting accreditation actions are sent only to the music executive, to the chief executive officer of the institution, and to the designated institutional representative to NASM if someone other than the music executive. The NASM National Office staff does not discuss an institution's status or application with anyone other than the music executive or other designated administrative officials of the institution.

Please do not hesitate to contact the National Office staff if we may provide further clarification or information concerning the actions of the Commission.

Thank you.

*NASM Handbook*

**RULES OF PRACTICE AND PROCEDURE**

**ARTICLE XIII**

**DISCLOSURE AND CONFIDENTIALITY**

**Section 1.** NASM provides numerous services that include the publication of policy statements, reports, and surveys. These are available to the public for a fee. Upon request, NASM will provide the academic and professional qualifications of the members of its policy and decision-making bodies and its administrative personnel.

**Section 2.** Upon request, NASM will make publicly available all information about an institution that is published in the NASM Directory (see Article X, Section 3.). NASM will also indicate whether or not an institution holds or has held accredited Membership.

**Section 3.** NASM will not make publicly available any information supplied by the institution or by representatives of NASM in the course of the accreditation process. This includes Self-Studies, Visitors' Reports, and correspondence. While NASM encourages institutions to make publicly available information about their accredited status and to share accreditation materials with individuals and agencies having legitimate claim to information beyond that available to the general public, the Association regards all accreditation materials as the property of the institution. Therefore, release of these materials is either through the institution or by its permission.

**Section 4.** If an institution releases information that misrepresents or distorts any action by NASM with respect to any aspect of the accreditation process, or the status of affiliation with NASM, the chief executive officer of the institution and the program director, where applicable, will be notified by the NASM Executive Director and informed that corrective action must be taken. If the misrepresentation or distortion is not promptly corrected, NASM, at its discretion, may release a public statement in such a form and content as it deems necessary to provide the correct information.

**Section 5.** Certain relationships yield information which legally cannot be disclosed without the consent of the person who provides it—for example, the relationship between physician and patient, between attorney and client, between clergy and penitent, etc. Should such information, or other information that is protected under law by a comparable privilege or safeguard, come into the hands of NASM or an NASM evaluation team, its disclosure to persons other than the immediate recipients is forbidden.



# American Chemical Society

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## Consultants

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1165 Sixteenth Street, N.W.  
Washington, DC 20036  
FAX NUMBER: (202) 872-6066  
E-MAIL: [cpt@acs.org](mailto:cpt@acs.org)

Cathy A. Nelson, *Secretary* (202) 872-4599  
Kevin P. McCus, *Staff Associate* (202) 872-4599

5 February 2003

Dr. Michael J. Collins, Chair  
Natural Science Division  
Viterbo University  
815 South 9th Street  
La Crosse, WI 54601

Dear Dr. Collins:

The Committee reviewed the additional information that Dr. Rodgers sent to us in connection with your department's five-year reevaluation report. Faculty teaching loads and the schedule for teaching core courses now appear to be satisfactory. Based on the review of the course materials provided, the Committee agreed that Advanced Organic Chemistry (CHEM 440), Environmental Chemistry (CHEM 470), and Atomic and Molecular Spectroscopy (CHEM 480) are appropriate for use as advanced courses for student certification. In particular, the Committee complimented the classroom and laboratory experiences included in CHEM 470. I am pleased to inform you that the Committee concluded that your chemistry program continues to meet the guidelines that have been established for ACS-approved schools.

With respect to the plan to eliminate Basic Inorganic Chemistry (CHEM 250), the Committee encourages you to review your core curriculum carefully to ensure that descriptive chemistry of the elements is adequately covered in the courses you require for certification.

After reviewing the reports that were submitted, the Committee commented that the quality of the student research reports could be improved. Specifically, the Committee noted that the reports should include references to the chemical literature. The Committee suggested that you might wish to consider reviewing the written report requirements for students. The enclosed research report supplement outlines the Committee's expectations for written reports.

The Committee appreciates your cooperation and patience during this review. If you have any questions or comments, please feel free to contact me.

Sincerely,

Cathy A. Nelson  
Secretary  
Committee on Professional Training

CAN/daa

Enclosure

January 10, 2011

Dr. Susan Batell, Dean  
School of Education  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

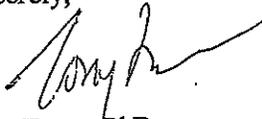
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*Approval with Conditions* is granted to the Viterbo University professional educator preparation program. The plan of action that you submitted to the department outlines specific activities and timelines for addressing one area identified by the on-site review team as not in compliance with PI 34. Upon successful implementation of the plan, the Viterbo University professional education program will be granted approval.

You and your colleagues are to be commended for the initiatives already undertaken to address the plan of action. Beverly Cann, your liaison, will continue to work with you as you move toward full program approval. Questions may be addressed to Beverly at [beverly.cann@dpi.wi.gov](mailto:beverly.cann@dpi.wi.gov) or at 608-267-9263. We look forward to continuing to work with you.

Sincerely,



Tony Evers, PhD  
State Superintendent

TE/bc

c: Dr. Rick Artman, President, Viterbo University  
Dr. Barbara Gayle, Academic Vice President, Viterbo University  
Dr. Rhonda Rabbitt, Assistant Dean/Director of Graduate Programs in Education, Viterbo University  
Deborah Mahaffey, Assistant State Superintendent, Division for Academic Excellence  
Julie Brill, Director, Teacher Education, Professional Development and Licensing Team (TEPDL)  
Tammy Huth, Assistant Director, TEPDL  
Beverly Cann, Education Consultant, TEPDL



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- » Health & Safety
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## Education



Wisconsin has a proud tradition of progressive education. Whether you are a teacher, student, parent or just an interested citizen, a wealth of Wisconsin's educational resources are here at your fingertips.

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  - [Department of Natural Resources](#)
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  - [Educational Approval Board](#)
  - [Educational Communications Board](#)
  - [Wisconsin Historical Society](#)
  - [Environmental Education Board](#)
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  - [Private Colleges and Universities](#)
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  - [Frequently Asked Questions on Education in Wisconsin](#)
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SEARCH

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Business Cost Comparison

Wisconsin Business Toolkit

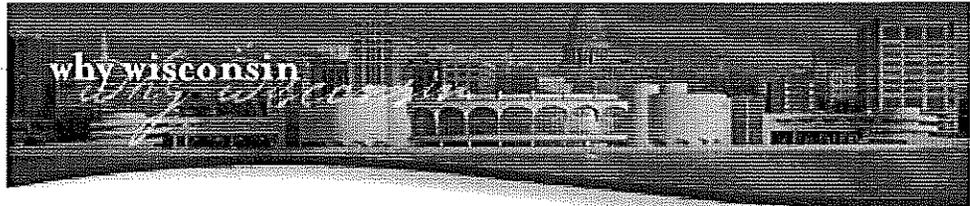
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## INDEPENDENT COLLEGES & UNIVERSITIES

The Wisconsin Association of Independent Colleges and Universities (WAICU) represents and promotes collaboration among the 20 private colleges and universities of Wisconsin and their more than 59,000 students. Each WAICU member is a nonprofit, fully accredited, degree-granting institution, but each is unique, with its own mission and culture. All are open to people of every race, religion, and economic circumstance. All are student-centered, offering small class sizes, individual attention from professors, opportunities for involvement and leadership, and generous financial aid that makes a private higher education affordable for all qualified students.

- Click Here to View Map of Independent Colleges and Universities
- Wisconsin Mentor (Link)

- Beloit
- Carroll
- Carthage
- Edgewood
- Lakeland
- Lawrence
- Marian
- Northland

**Milwaukee Area:**

- Alverno
- Cardinal Stritch
- Concordia
- Marquette
- Milwaukee Institute of Art & Design
- Milwaukee School of Engineering
- Mount Mary
- Wisconsin Lutheran
- Ripon
- Silver Lake
- St. Norbert
- Viterbo



**Approved Nursing Programs**

School	Educational Administrator	Program	City	Telephone Number	Email Address
Alverno College	Patricia Schroeder, RN, MSN, MBS, FAAN	RN-Baccalaureate	Milwaukee	(262) 382-6277	patricia.schroeder@alverno.edu
Alverno College	Margaret Rauschenberger, BSN, MSN	RN-Baccalaureate	Milwaukee	(414) 382-6276	margaret.rauschenberger@alverno.edu
Aurora University	Carmella Moran, RN, MSN, PhD	BSN Completion	Williams Bay	(630) 844-5132	cmoran@aurora.edu
Belin College of Nursing	Connie Boerst, RN, MSN, EDD	RN-Baccalaureate	Green Bay	(920) 433-7950	connie.boerst@belincollege.edu
Blackhawk Technical College	Ruth Wheaton-Cox, RN, MSN	PN/Associate Degree	Janesville	(608) 757-7678	rhwheaton-cox@blackhawk.edu
Bryant and Stratton College	Sherry Taranino, MSN, RN	Associate Degree	Milwaukee	(414) 302-7007 x581	stfaranino@bryantstratton.edu
Cardinal Stritch University	Ruth Waite, RN, PhD	Associate Degree	Milwaukee	(414) 410-4390	rmwaite@stritch.edu
Cardinal Stritch University	Ruth Waite, RN, PhD	BSN Completion	Milwaukee	(414) 410-4390	rmwaite@stritch.edu
Cardinal Stritch University	Linda M. Steiner	MSN Degree	Milwaukee	(414) 410-4062	rmwaite@stritch.edu
Carroll University	Angela Brindowski, MSN, BSN, RN	RN-Baccalaureate	Waukesha	(262) 650-4927	abrindow@carrollu.edu
Chippewa Valley Technical College	Linda Londre, RN, MSN	PN-Diploma	Eau Claire	(715) 833-6419	llondre@cvtc.edu
Chippewa Valley Technical College	Ellen Kirkling, PhD, RN	PN/Associate Degree	Eau Claire	(715) 833-6419	ekirkling@cvtc.edu
College of Menominee Nation	Linda Taylor, PhD	PN/Associate Degree	Keshena	(800) 567-2344	ltaylor@menominee.edu
College of Menominee Nation	Linda Taylor, PhD	RN/Associate Degree	Keshena	(800) 567-2345	ltaylor@menominee.edu
Columbia College of Nursing/Mount Mary	Jill M. Winters, PhD, RN	RN-Baccalaureate	Milwaukee	(414) 328-2301	lwinters@cccn.edu
Concordia University Wisconsin	Ruth Gresley, PhD, RN, CNE	RN-Baccalaureate	Mequon	(262) 243-4452	ruth.gresley@cuw.edu
Concordia University Wisconsin	Ruth Gresley, PhD, RN, CNE	MSN & DNP Degrees	Mequon	(262) 243-4452	ruth.gresley@cuw.edu
Edgewood College	Margaret Noreuil, RN, PhD	RN-Baccalaureate	Madison	(608) 663-2292	mnoreuil@edgewood.edu
Fox Valley Technical College	Carrie Thompson, RN, MSN	PN-Diploma	Appleton	(920) 831-4375	thompson@fvtc.edu
Fox Valley Technical College	Carrie Thompson, RN, MSN	PN/Associate Degree	Appleton	(920) 831-4375	thompson@fvtc.edu
Gateway Technical College	Diane Skewes, RN, MSN	PN/Associate Degree	Kenosha	(608) 564-2694	Skewesd@gtc.edu
Herzing University	Rita Margaret Cordova, CMA, ASMA, MSN, RN	PN/Associate Degree	Madison	(608) 395-3432	rcordova@msn.herzing.edu
Herzing University	Karen Kapke, PhD, RN, GNP, FNP	RN-Baccalaureate	Brookfield	(262) 671-0675 x465	kkapke@ken.herzing.edu
Herzing University	Karen Kapke, PhD, RN, GNP, FNP	RN-Baccalaureate	Kenosha	(262) 671-0675 x465	kkapke@ken.herzing.edu
Lac Courte Oreilles Ojibwe Community College	Carrie Origo, MSN, RN	Associate Degree	Hayward	(715) 694-4790 x170	carriego@lco.edu
Lakeshore Technical College	Marilyn Kaufmann, RNC, PhD	PN/Associate Degree	Cleveland	(920) 693-1661	maka@gotolc.edu
Madison Area Technical College	Dian M. Polly, RN, GNP	PN-Diploma	Madison	(608) 246-6484	dpolly@matcmadison.edu
Madison Area Technical College	Barbara J. Clark, MSN, ANP	PN/Associate Degree	Madison	(608) 246-6874	bdclark@matcmadison.edu
Maranatha Baptist Bible College	Kelly Crum, RN, MSN	RN-Baccalaureate	Watertown	(920) 206-4043	krum@mbbc.edu
Marion College	Julie Luetschwager, PhD, RN	RN-Baccalaureate	Fond du Lac	920-923-8094	jaluetschwager25@marionuniversity.edu
Marquette University	Lea Acord, RN, PhD	PN/Associate Degree	Milwaukee	(414) 288-3821	lea.acord@marquette.edu
Mid-State Technical College	Mary Moss, MSN, EDD	PN/Associate Degree	Wis. Rapids	(715) 422-5510	mary.moss@msc.edu
Milwaukee Area Technical College	Nancy Vrabeck, RN, PhD	PN-Diploma	Milwaukee	(414) 297-6241	vrabeck@matc.edu
Milwaukee Area Technical College	Nancy Vrabeck, RNC, PhD	PN/Associate Degree	Milwaukee	(414) 297-6241	vrabeck@matc.edu
Milwaukee School of Engineering	Debra L. Jenks, RN, PhD	RN-Baccalaureate	Milwaukee	(414) 277-4516	jenks@msoe.edu
Moraine Park Technical College	Kathy Van Eerden, MS, RN, CNE	PN/Associate Degree	West Bend	(262) 335-5757	kvaneerden@morainepark.edu
Nicolet Area Technical College	Lenore Mangles, RN, MSN	PN/Associate Degree	Rhineland	(715) 365-4637	lmangles@nicoletcollege.edu
Northcentral Technical College	Lorraine Zoromski, RN, MSN	PN/Associate Degree	Wausau	(715) 803-1356	stencil@ntc.edu
Northeast Wisconsin Technical College	Kay Tupala, RN, MSN	PN/Associate Degree	Green Bay	(920) 498-5482	kay.tupala@nwtc.edu
Rasmussen College	William John Hartman, MSN, RN	Associate Degree	Green Bay	(920) 593-8400	william.hartman@rasmussen.edu
Silver Lake College	Diana Rae Gruman	Associate Degree	Wausau	(715) 841-8060	Diana.gruman@rasmussen.edu
Southwest Wisconsin Technical College	Brianna Lynn Neuser, MSN, RN, CNE	BSN Completion	Manitowoc	(920) 686-6213	bneuser@silver.sl.edu
Southwest Wisconsin Technical College	Kathleen Garrity, APN, MSN	PN-Diploma	Fennimore	(608) 822-2471	kgarrity@swtc.edu
Southwest Wisconsin Technical College	Kathleen Garrity, APN, MSN	PN/Associate Degree	Fennimore	(608) 822-2471	kgarrity@swtc.edu
University of Wisconsin-Eau Claire	Mary Zwygart-Staufacher, RN, PhD	RN-Baccalaureate	Eau Claire	(715) 836-4877	zwygartm@uwec.edu
University of Wisconsin-Green Bay	Darryl E. Block, PhD, RN, MPH	BSN Completion	Green Bay	(920) 465-2365	blockd@uwgb.edu
University of Wisconsin-Madison	Kathryn May, RN	RN-Baccalaureate	Madison	(608) 263-5155	kamay@wisc.edu
University of Wisconsin-Milwaukee	Sally Peck Lundeen, PhD, RN, FAAN	RN-Baccalaureate	Milwaukee	(414) 229-4189	slundeen@uwm.edu
University of Wisconsin-Milwaukee	Rosemary Smith, RN, PhD	RN-Baccalaureate	Oshkosh	(920) 424-3089	smithr@uwosh.edu
Viterbo University	Stivana Richardson, RN, PhD	RN-Baccalaureate	LaCrosse	(608) 796-3887	sfrichardson@viterbo.edu
Waukesha County Technical College	Sandra A Stearns, RN, MSN	PN-Diploma	Pewaukee	(262) 691-5368	sstearns@wctc.edu
Waukesha County Technical College	Sandra A Stearns, RN, MSN	PN/Associate Degree	Pewaukee	(262) 691-5368	sstearns@wctc.edu
Western Technical College	Patricia Formanek	PN-Diploma	LaCrosse	(608) 785-9196	formanekp@westerntc.edu
Western Technical College	Patricia Formanek	PN/Associate Degree	LaCrosse	(608) 785-9168	formanekp@westerntc.edu
Wisconsin Indianhead Technical College	Mary Ann Pebler, RN, MSN	PN/Associate Degree	Rice Lake	(715) 234-7082 x5275	maryann.pebler@wiltc.edu
Wisconsin Indianhead Technical College	Mary Ann Pebler, RN, MSN	PN/Associate Degree	Ashland	(715) 234-7082 x5275	maryann.pebler@wiltc.edu
Wisconsin Indianhead Technical College	Mary Ann Pebler, RN, MSN	PN/Associate Degree	New Richmond	(715) 234-7082 x5275	maryann.pebler@wiltc.edu
Wisconsin Indianhead Technical College	Mary Ann Pebler, RN, MSN	PN/Associate Degree	Superior	(715) 234-7082 x5275	maryann.pebler@wiltc.edu
Wisconsin Lutheran College	Rebekah E. Carey, MSN, APNP	RN-Baccalaureate	Milwaukee	(414) 443-8666	Rebekah.Carey@wlc.edu

## **Appendix 7**

### **Documentation of State Certificates**

January 10, 2011

Dr. Susan Batell, Dean  
School of Education  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

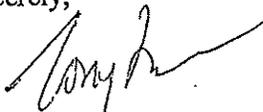
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Sincerely,



Tony Evers, PhD  
State Superintendent

TE/bc

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Dr. Barbara Gayle, Academic Vice President, Viterbo University  
Dr. Rhonda Rabbitt, Assistant Dean/Director of Graduate Programs in Education, Viterbo University  
Deborah Mahaffey, Assistant State Superintendent, Division for Academic Excellence  
Julie Brill, Director, Teacher Education, Professional Development and Licensing Team (TEPDL)  
Tammy Huth, Assistant Director, TEPDL  
Beverly Cann, Education Consultant, TEPDL

# IOWA

## SECRETARY OF STATE

VITERBO UNIVERSITY  
WILLIAM J MEDLAND  
900 VITERBO DR  
LA CROSSE, WI 54601

### ACKNOWLEDGMENT OF REGISTRATION OF ACCREDITED POSTSECONDARY SCHOOL (RENEWAL)

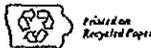
VITERBO UNIVERSITY  
School #23

The Secretary of State acknowledges receipt and filing of the application for Renewal of Registration under Iowa Code chapter 261B of the postsecondary school named above for the period of 7/14/2008 to 7/14/2012 with renewal fees paid in the amount of \$4000.00.

*Registration under Iowa Code chapter 261B permits a registered school to offer courses or programs to Iowa students; the chapter also requires specified disclosures to students in advance of any tuition payment or instruction. It does not confer any authority to grant degrees, nor does it establish accreditation. Further, Iowa Code section 261B.7 provides: "Neither a school nor its officials or employees shall advertise or represent that the school is approved or accredited by the secretary or the state of Iowa nor shall it use the registration as a reference in promotional*



*Michael A. Mauro*  
MICHAEL A. MAURO SECRETARY OF STATE





# STATE OF IOWA

CHESTER J. CULVER, GOVERNOR  
PATTY JUDGE, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
JUDY A. JEFFREY, DIRECTOR

November 19, 2007

Dr. Earl Bridgewater  
Viterbo University  
4949 Westown Pkwy, Suite 195  
West Des Moines, IA 50266

Dear Dr. Bridgewater:

I am pleased to inform you that on November 14, 2007, the State Board of Education granted full approval for the Viterbo University/The Iowa Campus's educational leadership preparation program – K-12 Principal/Supervisor of Special Education. This action follows the application evaluation of the administrator preparation program review panel based on the standards for the approval of administrator preparation programs. This approval covers Viterbo University's practitioner preparation program through the next program review cycle which is currently scheduled for 2012-2013.

The Iowa Department of Education is interested in continuing efforts to improve preparation programs for educators, and we will work with your staff toward this end. Congratulations to everyone on your campus for their fine job of maintaining a quality program at the Iowa Campus of Viterbo University.

Sincerely,

A handwritten signature in cursive that reads "Kevin Fangman".

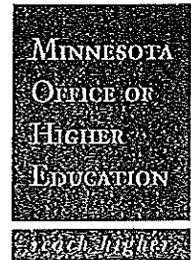
Kevin Fangman, Division Administrator  
Division of PK-12 Education

cc: Arlie Willems  
Carole Richardson

1450 Energy Park Drive, Suite 350  
St. Paul, MN 55108-5227

Tel: 651.642.0567  
800.657.3866  
Fax: 651.642.0675

info.ohe@state.mn.us  
www.ohe.state.mn.us



September 22, 2011

Mr. Richard Artman – President  
Viterbo University  
900 Viterbo Drive  
LaCrosse, WI 54601

Dear Mr. Artman:

I am pleased to inform you that your Private Institutions Registration Renewal application is complete and that Viterbo University is on the list of private post-secondary education institutions maintained by the Minnesota Office of Higher Education. The list includes private post-secondary education institutions operating in Minnesota whose name and degrees are approved by the Office of Higher Education and can be found on the web at: <http://www.ohe.state.mn.us/sPagesOHE/PIRAll.cfm>

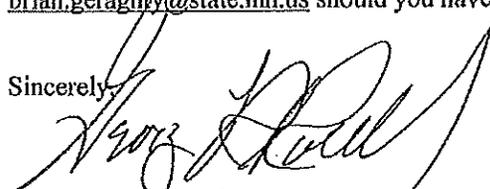
We would like to remind you that the Private Institutions Registration statute (Minn. Stat. 136A.67) prohibit institutions, their officials, and employees from advertising or representing that they are approved or accredited by this office or by the state of Minnesota. Registered or approved institutions may indicate that they are registered, but only with the language specified by statute. You are not required to make any references to registration with the Office of Higher Education in publications or promotional materials *except in catalogs, applications and enrollment materials* in which, the following language must be included in its entirety:

“Viterbo University is registered as a private institution with the Minnesota Office of Higher Education pursuant to 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.”

Private Institution Registration must be renewed annually but remains in effect unless voluntarily surrendered by a school or withdrawn by this office. (See Minn. Rules 4840.0700)

We believe this program helps to support a healthy climate in Minnesota for a vital and diverse sector of private post-secondary education. We greatly appreciate your cooperation in this program. Please do not hesitate to contact me at (651) 259-3975 [george.roedler@state.mn.us](mailto:george.roedler@state.mn.us) or Brian Geraghty - (651) 259-3976 [brian.geraghty@state.mn.us](mailto:brian.geraghty@state.mn.us) should you have any concerns or questions about this program.

Sincerely,

  
George R. Roedler Jr.  
Manager, Institutional Registration and Licensing

GRR:btg

Cc: Dr. Barbara Mae Gayle

## **Appendix 8**

### **Certification from Agencies**



# STATE OF IOWA

CHESTER J. CULVER, GOVERNOR  
PATTY JUDGE, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
JUDY A. JEFFREY, DIRECTOR

November 19, 2007

Dr. Earl Bridgewater  
Viterbo University  
4949 Westown Pkwy, Suite 195  
West Des Moines, IA 50266

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Sincerely,

A handwritten signature in black ink that reads "Kevin Fangman".

Kevin Fangman, Division Administrator  
Division of PK-12 Education

cc: Arlie Willems  
Carole Richardson



# STATE OF IOWA

HESTER J. CULVER, GOVERNOR  
PATTY JUDGE, LT. GOVERNOR

BOARD OF EDUCATIONAL EXAMINERS  
GEORGE J. MAURER, Ed.D., EXECUTIVE DIRECTOR

December 11, 2009

Dr. John Della Vedova  
Viterbo University  
4949 Westown Parkway, Ste. 195  
West Des Moines, IA 50266

Dear Dr. Della Vedova:

This letter is verification that we have reviewed the information you submitted for the new middle school endorsement requirements. We find that the course work you shared will meet the new middle school endorsement requirements.

This review will help expedite the process when your students complete the program and submit the application to add an endorsement.

Sincerely,

A handwritten signature in cursive script that reads "Susan Fischer".

Susan Fischer  
Administrative Consultant  
Board of Educational Examiners

A handwritten signature in cursive script that reads "Gary Bdrlaug".

Gary Bdrlaug  
Licensure Consultant  
Board of Educational Examiners

*Keith's copy*



THOMAS J. VILSACK  
GOVERNOR  
SALLY J. PEDERSON  
LT. GOVERNOR

IOWA COLLEGE STUDENT AID COMMISSION  
GARY W. NICHOLS, EXECUTIVE DIRECTOR

July 22, 2004

Mr. Steve Mandernach  
Deputy Secretary of State for Business Services  
Office of the Secretary of State  
Lucas State Office Building  
Des Moines, IA 50319

Dear Mr. Mandernach:

Viterbo University has applied for renewal of its registration to offer programs in Iowa. The University currently offers four programs in Iowa. The Principal Educational Leadership Program leads to licensure in Iowa, while the Reading and Middle School Endorsement programs add to existing licenses. The Master of Arts in Education program does not lead to licensure or endorsement.

Beginning July 1 2004, out-of-state colleges and universities offering practitioner preparation programs in Iowa are required to have those programs approved by the Iowa Board of Education. Practitioner preparation programs are defined in Iowa Code Chapter 272.1(8) to be those that are approved by the Iowa Board of Education and which lead to Licensure in Iowa. Therefore, the Viterbo Application was referred to the Iowa Department of Education for action on the Principal Leadership, Reading and Middle School programs. Approval authority remains with the Commission for the Master of Arts in Education program.

Acting under authority of Chapter 261B of the Code of Iowa, the College Student Aid Commission reviewed the application and endorsed a renewal registration for the Master of Arts in Education program.

Sincerely,

Gary W. Nichols  
Executive Director

GWN:mjp  
CC: Dr. Judy Jeffrey, Iowa Department of Education

# Iowa College Student Aid Commission

Postsecondary Registration Administrator  
603 East 12th Street, FL 5th  
Des Moines, IA 50319

## Statement of Financial Responsibility and Exemption Request Iowa Code Chapter 714

Pursuant to Iowa Code §714 et seq., the undersigned school provides evidence of financial responsibility in order to maintain or conduct in Iowa one or more courses of instruction, including courses of instruction by correspondence; or in order to solicit in Iowa the sale of such course(s).

READ THE INSTRUCTIONS BEFORE STARTING THE STATEMENT

**Submit a paper document and a complete duplicate in an electronic pdf file format.**

All items must be completed before the application will be considered as received by the Commission. Attach additional pages as needed to provide the requested information. Responses are required to have a minimum of a summary paragraph on this form. Responses that include only statements similar to "please see attached", will be considered incomplete. Other documents or materials may also be attached to support the application. Attachments must be tabbed and clearly marked on both the paper and pdf documents..

This statement is (check one):  
 Initial filing (no filing fee-)  
 Supplemental filing (no filing fee-)  
 Renewal

### PART A - IDENTIFICATION

1. This statement is filed on behalf of:

Name or title of school:  
Viterbo University, Inc.

Address(es) of principal office(s):  
900 Viterbo Drive

La Crosse, WI 54601

Telephone Number (including country or area code):  
608-796-3000

Email address  
rbartman@viterbo.edu

2. State the name, business address, and business telephone number, and home address of the chief executive officer of the school:

Richard B. Artman

900 Viterbo Drive

La Crosse, WI 54601

### PART B - DESIGNATION OF IOWA RESIDENT AGENT

3. The designated resident agent in Iowa for the purpose of receiving service in civil actions is (indicate name, address, and telephone number):

Helene Grossman

4949 Westown Parkway, Ste 195, West Des Moines, IA 50266 515-224-4811

**PART C - PROGRAMS/TUITION/POLICIES**

- 4. Enclose a copy of any catalog, prospectus, brochure or other advertising material intended for distribution in Iowa.  
electronic copy at <http://www.viterbo.edu/graduatecatalog/>
  
- 5. State the tuition charges, fees and other costs payable to the school by a student.  
(Attach and tab a copy of a fee schedule produced for distribution to students/applicants.)  
See #4
  
- 6. State the refund policy of the school for return of refundable portions of tuition, fees, or other charges.  
(Attach and tab a copy of a refund policy statement produced for distribution to students/applicants.)  
See #4

**PART D - FINANCIAL SECURITY**

- 7. Is the school either:
  - 1) a school for cosmetology arts and sciences licensed under *Iowa Code* §157.8; or
  - 2) a barber school licensed under *Iowa Code* §158.7?

Yes. Attached is a copy of the license *and* one of the following:

Security Option 1 - A copy of a continuous corporate security bond in the sum of \$ \_\_\_\_\_  
(fill in amount from *attached worksheet - Form IS-1A*) payable to the state of Iowa conditioned upon the faithful performance of all contracts and agreements with students. (See instructions for sample bond language.)

Security Option 2 - A letter of credit from a bank in the sum of \$ \_\_\_\_\_  
(fill in amount from *attached worksheet - Form IS-1A*) conditioned upon the faithful performance of all contracts and agreements with students.

No. Attach a copy of a continuous corporate security bond payable to the state of Iowa in the sum of \$50,000 conditioned upon the faithful performance of all contracts and agreements with students.  
(See instructions for sample bond language.)
  
- 8. Attach a copy of the organization's Certificate of Existence or Certificate of Authority, whichever is applicable.

**PART E - SIGNATURE**

**Applicant Organization's Chief Executive Officer**

<u>Richard B. Artman</u>	<u>President</u>
Name	Title
	<u>1/18/12</u>
Signature	Date

There is no annual renewal required for filing this statement. However, the financial security must be kept current, and a school which uses information not on file may be subject to civil or criminal liability.

INSTRUCTIONAL SCHOOL BOND

Bond No. 0530620

KNOW ALL PERSONS BY THESE PRESENTS, That we, Viterbo University, as Principal, and The Cincinnati Insurance Company as Surety, are held and firmly bound unto the State of Iowa in the sum of \$50,000.00 lawful money of the United States, for which payment we bind ourselves, our successors and assigns, jointly and severally, firmly by these presents.

WHEREAS the Principal proposes to maintain, advertise, or conduct in Iowa a course of instruction for profit, or for tuition charge, by classroom instruction or by correspondence and to enter into contracts and agreements with students for such courses of instruction; this Bond is conditioned on the faithful performance of all contracts and agreements made by it or its salespersons with students. If the Principal shall faithfully perform all such contracts and agreements, then this obligation is to be void and of no effect.

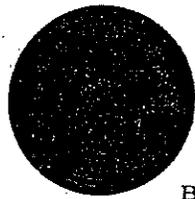
PROVIDED, The liability of the Surety upon this Bond shall be continuous, except that the Surety shall have the right to terminate its liability under this Bond by serving notice of its election to do so upon the State of Iowa. The Surety's liability under the Bond shall be terminated and canceled effective thirty (30) days after receipt by the State of a written notice signed by the Surety or its authorized agent, stating that the liability of the Surety is thereby terminated and canceled. Thereafter the Surety shall be discharged from any liability under this Bond for any default or violation of the terms of any contract or agreement made by the Principal or violation of the laws of the State of Iowa affecting such contract or agreement occurring after the effective date of the cancellation of this Bond.

Signed and dated this 11th day of January, 2011

Viterbo University, Principal

By: [Signature]

The Cincinnati Insurance Company, Ins. Co., Surety



By: [Signature] Attorney-in-Fact: Susan Dillenbeck

THE CINCINNATI INSURANCE COMPANY

Fairfield, Ohio

POWER OF ATTORNEY

0530620

KNOW ALL MEN BY THESE PRESENTS: That THE CINCINNATI INSURANCE COMPANY, a corporation organized under the laws of the State of Ohio, and having its principal office in the City of Fairfield, Ohio, does hereby constitute and appoint Susan Dillenbeck

of La Crosse, WI its true and lawful Attorney(s)-in-Fact to sign, execute, seal and deliver on its behalf as Surety, and as its act and deed, any and all bonds, policies, undertakings, or other like instruments, as follows: Any such obligations in the United States, Ten Million and No/100 Dollars (\$10,000,000.00).

This appointment is made under and by authority of the following resolution passed by the Board of Directors of said Company at a meeting held in the principal office of the Company, a quorum being present and voting, on the 6th day of December, 1958, which resolution is still in effect:

RESOLVED, that the President or any Vice President be hereby authorized, and empowered to appoint Attorneys-in-Fact of the Company to execute any and all bonds, policies, undertakings, or other like instruments on behalf of the Corporation, and may authorize any officer or any such Attorney-in-Fact to affix the corporate seal; and may with or without cause modify or revoke any such appointment or authority. Any such writings so executed by such Attorneys-in-Fact shall be binding upon the Company as if they had been duly executed and acknowledged by the regularly elected officers of the Company.

This Power of Attorney is signed and sealed by facsimile under and by the authority of the following Resolution adopted by the Board of Directors of the Company at a meeting duly called and held on the 7th day of December, 1973.

RESOLVED, that the signature of the President or a Vice President and the seal of the Company may be affixed by facsimile on any power of attorney granted, and the signature of the Secretary or Assistant Secretary and the seal of the Company may be affixed by facsimile to any certificate of any such power and any such power of certificate bearing such facsimile signature and seal shall be valid and binding on the Company. Any such power so executed and sealed and certified by certificate so executed and sealed shall, with respect to any bond or undertaking to which it is attached, continue to be valid and binding on the Company.

IN WITNESS WHEREOF, THE CINCINNATI INSURANCE COMPANY has caused these presents to be sealed with its corporate seal, duly attested by its Vice President this 1st day of April, 2007.



STATE OF OHIO ) ss:
COUNTY OF BUTLER )

THE CINCINNATI INSURANCE COMPANY

Thomas H. Kelly

Vice President

On this 1st day of April, 2007, before me came the above-named Vice President of THE CINCINNATI INSURANCE COMPANY, to me personally known to be the officer described herein, and acknowledged that the seal affixed to the preceding instrument is the corporate seal of said Company and the corporate seal and the signature of the officer were duly affixed and subscribed to said instrument by the authority and direction of said corporation.

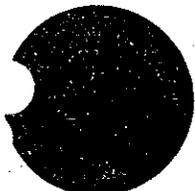


Mark J. Huller

MARK J. HULLER, Attorney at Law
NOTARY PUBLIC - STATE OF OHIO
My commission has no expiration date. Section 147.03 O.R.C.

I, the undersigned Secretary or Assistant Secretary of THE CINCINNATI INSURANCE COMPANY, hereby certify that the above is a true and correct copy of the Original Power of Attorney issued by said Company, and do hereby further certify that the said Power of Attorney is still in full force and effect.

GIVEN under my hand and seal of said Company at Fairfield, Ohio, this 11th day of January 2011



Beggy J. Schlemmer

Secretary

# IOWA

## SECRETARY OF STATE

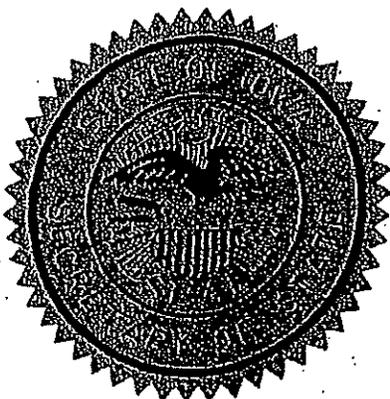
VITERBO UNIVERSITY  
WILLIAM J MEDLAND  
900 VITERBO DR  
LA CROSSE, WI 54601

### ACKNOWLEDGMENT OF REGISTRATION OF ACCREDITED POSTSECONDARY SCHOOL (RENEWAL)

VITERBO UNIVERSITY  
School #23

The Secretary of State acknowledges receipt and filing of the application for Renewal of Registration under Iowa Code chapter 261B of the postsecondary school named above for the period of 7/14/2008 to 7/14/2012 with renewal fees paid in the amount of \$4000.00.

*Registration under Iowa Code chapter 261B permits a registered school to offer courses or programs to Iowa students; the chapter also requires specified disclosures to students in advance of any tuition payment or instruction. It does not confer any authority to grant degrees, nor does it establish accreditation. Further, Iowa Code section 261B.7 provides: "Neither a school nor its officials or employees shall advertise or represent that the school is approved or accredited by the secretary or the state of Iowa nor shall it use the registration as a reference in promotional*



*Michael A. Mauro*

MICHAEL A. MAURO SECRETARY OF STATE



A QUALITY  
EDUCATION  
FOR  
EVERY  
CHILD



## State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

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June 9, 2008

Susan S. Batell, Dean  
School of Education  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601

Dear Susan:

On January 22, 2008, your institution submitted a new licensure program for approval. We then requested additional information in order to complete our review of the program. After examining the complete program submittal, on April 2, 2008, the following new licensure program was approved:

- *Graduate program leading to licensure in Director of Special Education and Pupil Services (80) in the Administration category*

Should you have any questions regarding this approval, please contact Beverly Cann, your DPI liaison, at 608-267-9263 or by email at [Beverly.cann@dpi.wi.gov](mailto:Beverly.cann@dpi.wi.gov). Thank you for completing this process and best wishes as you move forward with this program.

Sincerely,

Judy Peppard, Director  
Teacher Education, Professional Development and Licensing  
Division for Academic Excellence

JP:th

c: Beverly Cann, DPI liaison  
Susan Ballard, DPI  
✓ James J. Bagniewski, Viterbo University

## **Appendix 9**

### **Course Catalogue and Advising Worksheets**

# GRADUATE COURSES FOR PROFESSIONAL EDUCATORS

Spring/Summer 2012



# VITERBO UNIVERSITY

## Iowa Center





## Greetings...

### Contact Information

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Viterbo University Iowa Center  
4949 Westown Parkway, Suite 195  
West Des Moines, IA 50266  
(515) 224-4811  
(515) 224-4862 (fax)  
Toll Free: 1-888-235-2200

Helene Grossman, Iowa Administrator  
Email: [hjgrossman@viterbo.edu](mailto:hjgrossman@viterbo.edu)  
(515) 224-0417

Anne Kruse, Iowa Program Specialist  
Email: [aekruse@viterbo.edu](mailto:aekruse@viterbo.edu)  
(515) 224-5944

Tracy Bainter, Iowa Marketing & Recruitment  
Email: [tabainter@viterbo.edu](mailto:tabainter@viterbo.edu)  
(515) 309-9123

Kathy Westcott, Administrative Assistant  
Email: [kkwestcott@viterbo.edu](mailto:kkwestcott@viterbo.edu)

Viterbo University  
**Graduate Programs in Education**  
900 Viterbo Drive  
La Crosse, WI 54601-8804  
(608) 796-3090  
(608) 796-3091 (fax)  
Toll Free: 1-800-848-3726

Sue Batell, Dean of Education  
Email: [ssbatell@viterbo.edu](mailto:ssbatell@viterbo.edu)

Rhonda Rabbitt, Assistant Dean/  
Director of Graduate Programs in Education  
Email: [rmrabbitt@viterbo.edu](mailto:rmrabbitt@viterbo.edu)

Vickie Schaefer, Administrative Assistant  
Email: [vschaefer@viterbo.edu](mailto:vschaefer@viterbo.edu)

Linda Hinkley, Administrative Assistant  
Email: [lhinkley@viterbo.edu](mailto:lhinkley@viterbo.edu)

*Viterbo Students and Prospective Students,*

*On behalf of our students, faculty, and staff, welcome to Viterbo and to the Iowa Catalog of Graduate Courses for Professional Educators for Spring and Summer, 2012. I extend my warmest greetings.*

*I invite you to browse this catalog to experience the essence of Viterbo. Encounter the energy, vitality, and Franciscan spirit that is so much a part of Viterbo by familiarizing yourself with our varied graduate programs.*

*Viterbo University is a learning community in which we prepare students for faithful service and ethical leadership. Our history of quality service to Iowa teachers makes us proud to continue the tradition by providing opportunities for you to grow personally and professionally and to have an impact on the achievement of your students.*

*If you are considering a Master of Arts in Education or one of our other distinctive graduate programs, I invite you to join the hundreds of Iowa teachers who are proud to identify themselves as Viterbo University students and graduates.*

*I wish you good luck and much success at Viterbo University.*

Richard B. Artman  
President

*Congratulations on your interest in Iowa's Viterbo University programs. I welcome you to an experience that will guide you on a journey toward personal and professional growth.*

*Viterbo's Graduate Programs in Education (GPE) are part of a greater network of educational opportunity crossing Iowa and Wisconsin. Whether you are interested in an advanced degree or a new endorsement, you will find that Viterbo's courses are convenient, relevant and responsive to the needs and expectations of today's educators.*

*Our mission is to provide student-centered learning experiences that foster Franciscan values and 21st century skills. The GPE mission and Franciscan values of contemplation, hospitality, integrity, stewardship and service will be evident in your interaction with the Iowa staff, instructors, and curriculum. You will not make the journey alone, as the Iowa staff will advise you on each step toward meeting your goals, and we will be there to celebrate with you when you graduate or complete your program.*

*Good luck in your endeavors...*

Helene J. Grossman  
Iowa Administrator

# Contents

2	Welcome
4	Master of Arts in Education at a Glance
6	Educational Leadership
9	Middle School Endorsement
10	Reading Teacher Endorsement
12	Early Childhood Endorsement
13	Talented and Gifted Endorsement
14	Calendar of Courses
37	Instructional Staff
38	Registration & Information

Additional course offerings can be found at:

[www.aea267.k12.ia.us](http://www.aea267.k12.ia.us)

[www.ghaea.org](http://www.ghaea.org)

[www.gpaea.k12.ia.us](http://www.gpaea.k12.ia.us)

[www.aea1.k12.ia.us](http://www.aea1.k12.ia.us)

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

[www.aea11.k12.ia.us](http://www.aea11.k12.ia.us)

[www.aea.9.k12.ia.us](http://www.aea.9.k12.ia.us)

[www.aea10.k12.ia.us](http://www.aea10.k12.ia.us)

[www.nwaea.k12.ia.us](http://www.nwaea.k12.ia.us)

WI Internet Courses

[www.viterbo-online.edu](http://www.viterbo-online.edu)

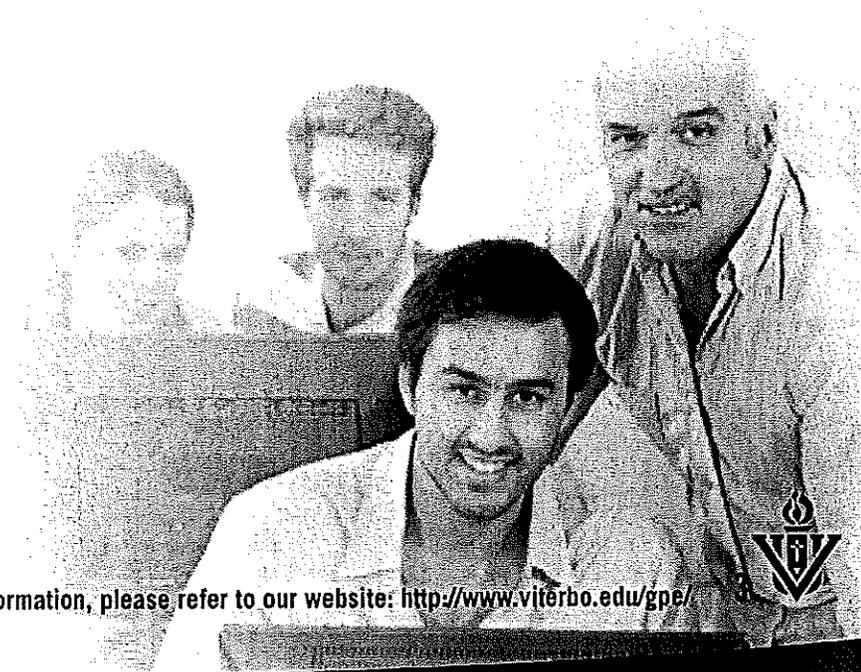
## Course Offerings

16	Online	35	Newton
21	Burlington/Mt.Pleasant		Oskaloosa
22	Cedar Falls		Ottumwa
24	Clear Lake	36	Postville
	Cresco		Washington
	Creston		Waverly
	Dallas Center-Grimes		
25	Des Moines/West Des Moines		
33	Dyersville		
34	Fort Dodge		
	Huxley		
	Marshalltown		



*Offering teachers a high-quality master's degree program and Iowa endorsement and licensure programs close to their Iowa homes. Courses are scheduled to meet the demands of teachers' busy schedules.*

For updated course information, please refer to our website: <http://www.viterbo.edu/gpe/>





# Master of Arts in Education

Viterbo University has a Master of Arts in Education Program in which you can take 27 of the 30 credits here, in Iowa. Here's how...

*This program is one of the most practical and economical graduate programs in the area. If you've taken our courses in the past, they may apply to this program.*

## Courses We Require

There are five required courses (15 credits), which are listed to the right. All are taught in Des Moines, La Crosse, and other Iowa locations each year.

## Courses You Select

This brochure, with a listing of all course offerings, is published twice a year. Course descriptions are listed on pages 16 through 36.

There are 15 elective credits required for program completion. Nine of those credits may be transferred from other institutions, if taken within the last ten years.

**Courses can be taken toward the Master's Degree for re-licensure, endorsements, professional development, and/or advancement on your salary schedule.**

The Master's Degree program includes a comprehensive exam, which is taken after completion of core courses and before Proseminar.

## Required Courses

EDUC 600 Philosophical Perspectives .....	3 credits
EDUC 601 Educational Research .....	3 credits
EDUC 602 Educational Research II .....	3 credits
Completed in your own classroom during the academic year after EDUC 601.	
EDUC 715 Teacher as a Person & Professional .....	3 credits
EDUC 604 Proseminar .....	3 credits
Held the second week of July, culminating with commencement.	

**Required-Course Total: ..... 15 credits**

## Elective Courses

Elective courses (may include transfer credits) ..... 15 credits  
Chosen from course listings on pages 16-36.

Transferred credits: You can request to transfer up to 9 credits from other institutions of higher education or take courses from the course listings on pages 16-36. Transfer credits must be graduate credit taken from a regionally accredited institution of higher education completed within the time line specified by the specific program and equivalent to the course being replaced in the requirements at Viterbo University. In order to be considered for transfer, the grade earned must be at least a B and fulfill program requirements. Only letter-graded coursework is accepted in transfer. Students who wish to transfer credits must seek permission in writing from the program director prior to enrolling and have an official transcript sent. Courses will be evaluated for equivalency, and the director will provide written notification of acceptance of transfer credit to the student.

**Program Total: ..... 30 credits**

## Requirements for Admission into Master of Arts in Education Program:

Formal application to the Master of Arts in Education program requires electronic application form submission at <https://www.viterbo.edu/applyonline.aspx>. The following items must be forwarded to Viterbo at La Crosse as noted on the online application requirements.

1. Non-refundable \$50 application fee,
2. Official copies of transcripts requested from all colleges and universities attended (transcripts must be mailed directly from each school to La Crosse). Transcripts marked "issued to student" will not be accepted,
3. A copy of the applicant's current teaching license,
4. Profession Reflection/Development Plan (available within online application),
5. Completed Promissory note.

A candidacy status review will occur after all admission related materials have been received by the Director of Graduate Programs in Education.

## Getting Started

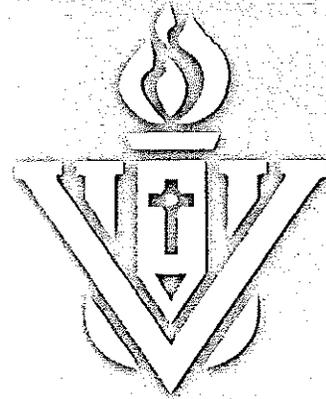
- Call 1-888-235-2200 toll-free for information at the Iowa Center, or
- Enroll in one of our classes listed in this brochure on pages 16 through 36 or
- Attend one of our "Informational Sessions" or call 515-309-9123 to schedule your individual or small group advising session. There is no obligation.

For updated course information, please refer to our website:  
<http://www.viterbo.edu/gpe/>





*A significant number of elementary and secondary school teachers will attend Proseminar the week of July 9-13, 2012, presenting their research as part of the final requirement for graduation. The result? Hundreds of teachers, representing virtually all parts of Wisconsin and Iowa, receive their Master of Arts in Education degrees from Viterbo. These teachers achieve a goal that makes them more effective professionals.*



**VITERBO**  
UNIVERSITY  
Iowa Center

As of January 1, 2012, the Viterbo University Master of Arts in Education degree will require a total of 30 credits. The core requirement will remain at 15 credits and the elective requirement will change to 15 credits with the ability to transfer a maximum of 9 transfer credits. Transfer is conditioned upon review of transcripts by the Graduate Director and courses can be no older than 10 years.

Current Master's students are eligible to follow this new credit requirement configuration provided they make a request in writing to Linda Hinkley at [lhinkley@viterbo.edu](mailto:lhinkley@viterbo.edu).

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**Please Note RE: EDEX Courses**

Students who complete their online application and submit their application fee by June 1, 2012, will be eligible to have their EDEX credits considered for transfer. After June 1, EDEX credits will no longer be accepted for transfer.

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# Educational Leadership

Administrative courses available for teachers and administrators

## About the Program

Viterbo University Iowa Center will begin new summer cohorts for its Educational Leadership Program in June 2012 with a cohort in West Des Moines. The mission of the program is to create a total experience for aspiring administrators, one that produces graduates who are visionary leaders, committed to the concept of quality schooling, possess a conviction that all children will learn at high levels, and have the ability to inspire everyone in the total school community to share this vision.

This is a 36-credit graduate level program with no electives; however, at the conclusion of this program the candidate will have earned an administrative endorsement to serve as a PK-12 Principal/Supervisor of Special Education. This Educational Leadership Program is intensive and comprehensive.

## Your Options

Two options exist for this program, both of which lead to an Iowa initial administrative license.

- Master of Arts in Education degree- Educational Leadership track
- Licensure track only- Must possess an earned Master's degree prior to entry

## Educational Leadership Program Features Include

- Standards-directed for the Iowa Standards for School Leaders (ISSL)
- Two-year, 400 hour internship
- 100 hour, course-directed clinical experiences and activities
- Focused seminars to supplement courses, internship and clinical activities
- Cohort model
- Week-end format during academic year
- Support system including an internship supervisor and a qualified mentor who closely supervise each candidate
- Development and practice of principals as "Powerful Leaders of Learning"
- Electronic portfolio

## Educational Leadership Coursework Includes

- Leadership for Learning: Foundation (3 credits)
- Theories of Motivation for Learning: Children and Adults (3 credits)
- Internship I (3 credits)
- Leadership for Curriculum, Instruction, and Assessment (4 credits)
- Meeting the Needs of Diverse Learners (3 credits)
- Leadership for Learning: Management (3 credits)
- School, Family, and Community Relations (3 credits)
- Research for School Improvement and Student Achievement I (2 credits)
- School Law and Mandates (3 credits)
- Internship II (3 credits)
- The Iowa Evaluator Approval Training Program 2005 (4 credits)
- Research for School Improvement and Student Achievement II (2 credits)

Equivalent transfer coursework may be possible and will be reviewed on a course-by-course basis. Any course or courses considered for transfer must have been completed within the last five years.

## Educational Leadership Information Sessions

If you are interested in knowing more about the program or have questions about the program, we invite you to attend one of our informational meetings listed on page 8.

A new Burlington 2013 Summer Cohort for Educational Leadership is pending upon sufficient enrollment. For additional information, please contact Anne Kruse at 515-224-5944.

For updated course information, please refer to our website:  
<http://www.viterbo.edu/gpe/>





## Course Offerings

### West Des Moines

#### The Iowa Evaluator Approval Training Program Level I

##### EDUC 782 – (4 credits)

Iowa Evaluator Approval Training Program provides aspiring administrators with knowledge, skills, and demonstrated performances in the evaluation of teachers based on the Iowa Teaching Standards. Successful completion of this course completes the requirements for the evaluator approval certification, required for principals by the Iowa Department of Education.

Dates: June 14-15, 21-22, 27-29  
 Location: Viterbo University-Iowa Center, West Des Moines  
 Instructor: Jason Ellingson  
 Tuition: \$1,240, plus materials

### School Law and Mandates

##### EDUC 782 – (3 credits)

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

Dates: April 6-7, 13-14 and May 4-5  
 Location: Viterbo University-Iowa Center, West Des Moines  
 Instructor: Jonathan Sheldahl  
 Tuition: \$825, plus materials

##### EDUC 782 – (3 credits)

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

Dates: June 9, 12, 16, 19 and 23  
 Location: Viterbo University-Iowa Center, West Des Moines  
 Instructor: Drew Bracken  
 Tuition: \$825, plus materials

### Burlington

#### School Law and Mandates

##### EDUC 782 – (3 credits)

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

Dates: July 9, 10, 11, 12, and 13  
 Location: Great Prairie AEA Burlington  
 Instructor: Jonathan Sheldahl  
 Tuition: \$930, plus materials

## Are You Interested in Our Educational Leadership Program?

If so, complete an online application by Friday, April 13, 2012 (or until cohorts are filled).

Formal transcript evaluations will take place after students have completed an electronic application, paid the \$50 application fee and sent official transcripts directly from their college/university to the Viterbo Iowa Center, 4949 Westown Parkway, Suite 195, West Des Moines, IA 50266. Transcripts marked "issued to student" will not be accepted. Please also send a copy of your teaching license.

Questions? Call or email Dr. Anne Kruse at 515-224-5944 or [aekruse@viterbo.edu](mailto:aekruse@viterbo.edu).

When all application materials have been received and evaluated, Viterbo University Iowa Center will contact the applicant to attend an interview.



Look for this symbol in the course descriptions for our Education Leadership program!



## Viterbo University Informational Sessions

The following opportunities have been scheduled for you to meet with Viterbo staff to learn about Viterbo University Iowa programs.

### Informational Sessions

#### WEDNESDAY, FEBRUARY 1

**Cedar Falls**  
AEA 267  
3712 Cedar Heights Drive  
4:30pm

**Dubuque Area**  
Americinn, Peosta  
100 Peosta St.  
6:30pm

#### WEDNESDAY, FEBRUARY 8

**Dallas Center-Grimes**  
High School  
3353 240th St.  
4:00pm

#### WEDNESDAY, FEBRUARY 15

**Burlington**  
Great Prairie AEA  
3601 West Avenue Road  
4:15pm

**Mt. Pleasant**  
Middle School  
400 East Madison St.  
5:45pm

#### WEDNESDAY, FEBRUARY 22

**West Des Moines**  
Viterbo Iowa Center  
4949 Westown Parkway, Suite 195  
4:30pm

#### THURSDAY, MARCH 1

**Indianola**  
High School  
1304 East 1st St.  
4:00pm

#### THURSDAY, MARCH 8

**Ft. Dodge**  
Cooper Elementary  
2420 14th Avenue N.  
4:00pm

#### THURSDAY, MARCH 15

**West Des Moines**  
Viterbo Iowa Center  
4949 Westown Parkway, Suite 195  
4:30pm

#### TUESDAY, MARCH 20

**Cedar Rapids**  
Grant Wood AEA  
4401 6th St. SW  
4:15pm

#### WEDNESDAY, MARCH 28

**West Des Moines**  
Viterbo Iowa Center  
4949 Westown Parkway, Suite 195  
4:30pm

#### WEDNESDAY, APRIL 4

**Atlantic**  
Green Hills AEA  
701 Walnut St.  
4:00pm

#### THURSDAY, APRIL 19

**West Des Moines**  
Viterbo Iowa Center  
4949 Westown Parkway, Suite 195  
4:30pm

#### THURSDAY, MAY 10

**Bettendorf**  
Mississippi Bend AEA  
729 21st St.  
4:15pm

#### THURSDAY, MAY 24

**Ft. Dodge**  
Prairie Lakes AEA  
1235 5th Ave. South  
4:00pm

#### THURSDAY, JUNE 7

**West Des Moines**  
Viterbo Iowa Center  
4949 Westown Parkway, Suite 195  
4:30pm

#### THURSDAY, JUNE 21

**Ottumwa**  
Great Prairie AEA  
2814 N. Court St.  
4:15pm

#### THURSDAY, JUNE 28

**Atlantic**  
Green Hills AEA  
701 Walnut St.  
4:00pm

#### THURSDAY, JULY 5

**West Des Moines**  
Viterbo Iowa Center  
4949 Westown Parkway, Suite 195  
4:30pm

#### THURSDAY, JULY 19

**Ft. Dodge**  
Prairie Lakes AEA  
1235 5th Ave. South  
4:00pm

In the future, informational sessions will be scheduled at your local AEA office. However, individual or small group advising sessions may be arranged. They are the best way to learn about Iowa's programs and have all your questions answered. Please call 515-309-9123 to schedule your individual or small group advising session.

**NOTE:** In case of inclement weather, please call 515-309-9123 for cancellation information

## Growing To Fit Your Needs . . .

### ESL Teacher K-12 Endorsement #104

Courses coming Summer 2012 that lead to an Iowa ESL Teacher K-12 Endorsement #104. Courses will be taught by an Iowa recognized expert in ESL.

# Middle School Endorsement #182

Viterbo University offers an Iowa Middle School Endorsement for teachers who teach at grade levels 5-8.

The following courses outline the new state Middle School Endorsement requirements which became effective July 1, 2010.

- A current, valid Iowa teacher's license with either the general elementary endorsement or one of the subject matter secondary level endorsements.
- In the content areas, many of the required hours will come from undergraduate transcripts. For transcript analysis, contact Helene Grossman at [hjgrossman@viterbo.edu](mailto:hjgrossman@viterbo.edu).

## Required Coursework

- Understanding the Young Adolescent – 3 credit hours
- Models for Teaching Middle School Students (Magic in the Middle) – 3 credit hours
- Adolescent Literacy – 3 credit hours
- Field Experience (30 clock hours) – 2 credit hours
- Choose **two** or more of the following content areas:
- **Social Studies:** 12 credit hours to include U.S. History, World History, Government, Geography
- **Mathematics:** 12 credit hours with Algebra included
- **Science:** 12 credit hours including coursework in Life, Earth and Physical Science
- **Language Arts:** 12 credit hours in language arts to include Composition, Language Usage, Speech, Young Adult Literature, Literature Across Cultures

## Qualifying Courses

### ONLINE:

**EDUC 531: Adolescent Literacy**

(3 credits) June 7-July 26

**EDUC 782: Young Adult Literature**

(3 credits) June 12-July 24

### DES MOINES AREA:

**EDUC 782: Grammar Usage and Punctuation**

(1 credit) February 6, 13, and 20 or June 15-16

**EDUC 776: Understanding the Young Adolescent**

(3 credits) February 17-18, March 2-3 and 16-17 or June 13-15 and 19-20

**EDUC 782: US History Since 1865**

(3 credit) February 24-25, March 9-10 and 30-31 or July 11-13 and 16-17

**EDUC 782: World History**

(2-3 credit variable) April 20-21, 27-28 and May 18-19

**EDUC 782: Literature Across Cultures**

(3 credits) May 4-5, 18-19 and June 1-2

**EDUC 782: Fundamentals of Speech for the Middle Level Educator**

(2 credits) June 8-9 and 22-23

**EDUC 628: Models for Teaching Middle School Students**

(3 credits) June 11-15

**EDUC 782: World Geography**

(2 credit) June 25-28

**EDUC 782: Algebra Concepts for the Middle School**

(2-3 credit variable) July 18-20 and 23-24

**EDUC 782: Middle School Math Concepts**

(3 credits) July 25-27 and 30-31

**EDUC 782: Government**

(2-3 credit variable) July 23-27

**EDUC 782: Middle School Field Experience**

(2 credits) Arranged

## New courses

New courses that meet the new Iowa Standards will be offered during late Spring/Summer 2012 including Physical Science, Earth Science and Life Science.



Look for this symbol in the course descriptions for our Middle School Endorsement courses!

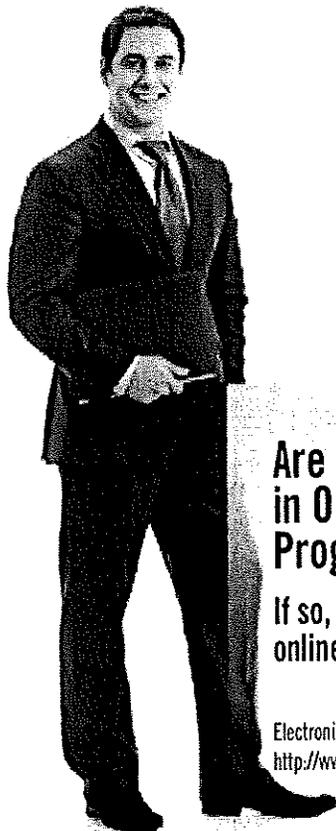
Formal transcript evaluations will take place after students have completed an electronic application, paid the \$50 application fee and sent official transcripts directly from their college/university to the Viterbo Iowa Center, 4949 Westown Parkway, Suite 195, West Des Moines, IA 50266. Transcripts marked "issued to student" will not be accepted. Please also send a copy of your teaching license.

Questions? Call or email Dr. Anne Kruse at 515-224-5944 or [aekruse@viterbo.edu](mailto:aekruse@viterbo.edu).

## Are You Interested in Our Middle School Program?

If so, complete an online application.

Electronic applications are available online at <http://www.viterbo.edu/applyonline>.





# Reading Teacher Endorsement

The following courses outline the new state Reading Endorsement requirements which became effective September 1, 2007.

The courses listed below are the state reading K-8 and 5-12 endorsement requirements, which have increased to 24 credits. See pages 16 to 36 for course descriptions.

The Reading Endorsement Program may be a part of the Master of Arts in Education degree. These courses can be used as electives.

Reading Endorsement courses may be taken without enrolling in a Master's program; however, *application to the Reading Endorsement Program is required.*

Individuals who desire to complete a K-8 or 5-12 reading endorsement or a K-12 Reading Specialist endorsement must complete an application at <http://www.viterbo.edu/applyonline>.

Equivalent graduate credits for this program may be transferred. A determination will be made for any equivalency credits after a completed application packet has been received.

## Reading Endorsement

### #148 (K-8)

- EDUC 519: Assessment & Treatment of Reading Difficulties (K-8) (3 credits)
- EDUC 542: Teaching the Art of Writing (K-12) (3 credits)
- EDUC 550: Children's Literature (K-8) (3 credits)
- EDUC 568: Improving Oral Communication (K-12) (2 credits)
- EDUC 605: Inclusion of Students with Special Needs (K-12) (3 credits)
- EDUC 640: Balanced Literacy in the Reading Program (K-12) (3 credits)
- EDUC 650: Content Reading and Study Strategies (K-12) (3 credits)
- EDUC 681: Emergent Literacy (PK-3) (3 credits)
- EDUC 789: Practicum in Reading Disabilities (1 credit)

## Reading Endorsement

### #149 (5-12)

- EDUC 520: Assessment and Treatment (5-12) (3 credits)
- EDUC 542: Teaching the Art of Writing (K-12) (3 credits)
- OR
- EDUC 870: Teaching Secondary Writing (3 credits)
- EDUC 551: Adolescent Literature (5-12) (3 credits)
- OR
- EDUC 870: Young Adult Literature (3 credits)
- EDUC 568: Improving Oral Communication (K-12) (2 credits)
- EDUC 605: Inclusion of Students with Special Needs (K-12) (3 credits)
- EDUC 640: Balanced Literacy in the Reading Program (K-12) (3 credits)
- EDUC 650: Content Reading and Study Strategies (K-12) (3 credits)
- EDUC 789: Practicum in Reading Disabilities (1 credit)
- EDUC 782: Foundations of Reading (3 credits)

## Qualifying Courses

The following courses qualify for 148 or 149 Reading Licenses. See pages 16 through 36 for course descriptions.

### ONLINE

- EDUC 870: Teaching Secondary Writing (3 credits) April 5-May 24
- EDUC 870: Young Adult Literature (3 credits) June 12-July 24

### BURLINGTON AREA

- EDUC 568: Improving Oral Communication (K-12) (2 credits) June 20-22
- EDUC 542: Teaching the Art of Writing (3 credits) July 9-13

### CEDAR FALLS AREA

- EDUC 681: Emergent Literacy (PK-3) (3 credit) June 6-8 and 11-12
- EDUC 550: Children's Literature (K-8) (3 credits) July 18-20 and 23-24

### DALLAS CENTER-GRIMES HIGH SCHOOL

- EDUC 640: Balanced Literacy in the Reading Program (K-12) (3 credit) June 27-29 and July 2-3
- EDUC 650: Content Reading and Study Strategies (K-12) (3 credits) July 25-27 and 30-31
- EDUC 605: Inclusion of Students with Special Needs (K-12) (3 credits) August 1-3 and 6-7



For updated course information, please refer to our website: <http://www.viterbo.edu/gpe/>



**DES MOINES AREA**

- EDUC 520:** Assessment and Treatment of Reading Difficulties (5-12) (3 credits) February 3-4, 10-11 and March 2-3
- EDUC 789:** Practicum in Reading Disabilities (1 credit) Arranged
- EDUC 542:** Teaching the Art of Writing (3 credits) February 17-18, 24-25 and March 9-10 or June 20-22 and 25-26
- EDUC 568:** Improving Oral Communications (2 credits) March 30-31 and April 13-14 or June 8, 11 and 12
- EDUC 519:** Assessment and Treatment of Reading Difficulties (K-8) (3 credits) April 13-14, 20-21 and 27-28
- EDUC 789:** Practicum in Reading Disabilities (1 credit) January-May
- EDUC 650:** Content Reading and Study Strategies (K-12) (3 credits) April 20-21, 27-28 and May 4-5
- EDUC 681:** Emergent Literacy (PK-3) (3 credits) May 11-12, 18-19 and 25-26 or July 18-20 and 23-24
- EDUC 550:** Children's Literature (K-8) (3 credit) June 13-15 and 18-19

**HUXLEY**

- EDUC 640:** Balanced Literacy in the Reading Program (K-12) (3 credits) June 11-15

**OTTUMWA**

- EDUC 640:** Balanced Literacy in the Reading Program (K-12) (3 credits) June 27-29 and July 2-3
- EDUC 650:** Content Reading and Study Strategies (K-12) (3 credit) July 9-11 and 12-13
- EDUC 550:** Children's Literature (K-8) (3 credits) July 25-27 and 30-31

**WAVERLY**

- EDUC 640:** Balanced Literacy in the Reading Program (K-12) (3 credits) Feb. 3-4, 10-11 and 17-18

**Reading Specialist Endorsement**

**#176 (K-12)**

Requirements prior to enrolling in the K-12 Reading Specialist include the following:

- Must hold the K-8 or 5-12 reading endorsement;
- Must have two years of successful teaching experience OR hold an Iowa Standard level teaching license;
- Must hold a Master's degree or be enrolled in the Viterbo Master of Arts in Education degree;
- Must complete an application to the Viterbo University Iowa Center Reading Program.

**Qualifying Courses**

The following courses for the Reading Specialist are required. See pages 16 to 36 for course descriptions.

**DES MOINES AREA**

- EDUC 780:** Practicum (3 credits) Jan. 2-May 31
- EDUC 801:** Supervision and Staff Development (3 credits) June 20-22 and 25-26

**CEDAR FALLS AREA**

- EDUC 801:** Supervision and Staff Development (3 credits) June 13-15 and 18-19
- EDUC 639:** Directing & Supervising K-12 Reading Program (3 credits) June 27-29 and July 2-3

**OTTUMWA AREA**

- EDUC 801:** Supervision and Staff Development (3 credits) April 27-28, May 18-19 and June 1-2

**Are You Interested in Our Reading Program?**

If so, complete an online application.

Electronic applications are available online at <http://www.viterbo.edu/applyonline>.

Formal transcript evaluations will take place after students have completed an electronic application, paid the \$50 application fee and sent official transcripts directly from their college/university to the Viterbo Iowa Center, 4949 Westown Parkway, Suite 195, West Des Moines, IA 50266. Transcripts marked "issued to student" will not be accepted. Please also send a copy of your teaching license.

Questions? Call or email Dr. Anne Kruse at 515-224-5944 or [aekruse@viterbo.edu](mailto:aekruse@viterbo.edu).



Look for this symbol in the course descriptions for our Reading Endorsement courses!





# Iowa Early Childhood Endorsement #106 (PK - Grade 3)

The following courses outline the Iowa Early Childhood (PK-Grade 3) Endorsement requirements, which include 24 credits. All courses are offered online with the exception of the field experience classes.

The Early Childhood Endorsement Program may be a part of the Master of Arts in Education degree. These courses can be used as electives.

Childhood Endorsement courses may be taken without enrolling in a Master's program; however, application to the Early Childhood Program is required.

Equivalent graduate credits for this program may be transferred. A determination will be made for any equivalency credits after a completed application packet has been received.

## Early Childhood Endorsement

### #106 (PK – Grade 3)

- EDUC 681: Emergent Literacy PK-3 (3 credits)
- EDUC 871: Introduction to Early Childhood (1 credit)
- EDUC 872: Movement and Play in Early Childhood (2 credits)
- EDUC 873: Early Childhood Curriculum and Assessment I (2 credits)
- EDUC 874: Early Childhood Curriculum and Assessment II (2 credits)
- EDUC 875: Creative Arts for Young Children (2 credits)
- EDUC 877: Family and Community in ECE (2 credits)
- EDUC 876: Issues and Trends in Inclusive Early Childhood Education (2 credits)
- EDUC 853: Organization and Administration of Early Childhood Education (3 credits)
- EDUC 854: Nutrition in Early Childhood Education (1 credit)
- EDUC 855: Field Experience Birth-24 months (1 credit)
- EDUC 856: Field Experience 3-4 year olds (1 credit)
- EDUC 857: Field Experience Kindergarten (1 credit)
- EDUC 858: Field Experience Grade 1-3 (1 credit)

## Qualifying Courses

The following courses qualify for the 106 Early Childhood Education Endorsement. See pages 16 through 36 for course descriptions.

### ONLINE:

- EDUC 876: Issues and Trends in Inclusive Early Childhood Education (2 credits) February 9-March 17 or July 19-August 23
- EDUC 872: Movement and Play in Early Childhood (2 credits) February 9-March 17 or June 21-July 26
- EDUC 875: Creative Arts for Young Children (2 credits) March 22-May 10 or August 30-October 6
- EDUC 853: Organization and Administration of Early Childhood Education (3 credits) March 22-May 10
- EDUC 854: Nutrition in Early Childhood Education (1 credit) April 5-May 3

## Are You Interested in Our Early Childhood Program?

If so, complete an online application.

Electronic applications are available online at <http://www.viterbo.edu/applyonline>.

Formal transcript evaluations will take place after students have completed an electronic application, paid the \$50 application fee and sent official transcripts directly from their college/university to the Viterbo Iowa Center, 4949 Westown Parkway, Suite 195, West Des Moines, IA 50266. Transcripts marked "issued to student" will not be accepted. Please also send a copy of your teaching license.

Questions? Call or email Dr. Anne Kruse at 515-224-5944 or [aekruse@viterbo.edu](mailto:aekruse@viterbo.edu).



Look for this symbol in the course descriptions for our Early Childhood Endorsement courses!

- EDUC 871: Introduction to Early Childhood (1 credit) May 10-31
- EDUC 877: Family and Community in Early Childhood Education (2 credits) June 7-July 12

### CEDAR FALLS

- EDUC 681: Emergent Literacy (PK-3) (3 credits) June 6-8 and 11-12

### DES MOINES AREA

- EDUC 681: Emergent Literacy (PK-3) (3 credits) May 11-12, 18-19 and 25-26 or July 18-20 and 23-24



# Iowa Talented and Gifted Endorsement #107

The following courses are required for the Iowa Talented and Gifted Endorsement which is a 12-credit endorsement.



## Required Courses

- EDUC 541: Psychology of the Gifted (3 credits)
- EDUC 543: Identification and Programming for the Gifted (3 credits)
- EDUC 540: Educational Strategies for the Gifted (3 credits)
- EDUC 782: Administration and Supervision of Gifted Programs (2 credits)
- EDUC 545: Gifted Education Internship (1 credit)

The following course will be offered during the Spring/Summer 2012:

### Psychology of the Gifted

*This will be offered as an Online course*

Psychology of the Gifted will provide an opportunity to examine the issues that educators need to know about the social and emotional development and needs of gifted children. Giftedness is much more than the ability to excel with grades and tests. Participants will examine varying definitions of giftedness and personal beliefs that support and advocate for gifted children or become barriers to them. This class will examine how gifted students perceive themselves, and how pressures, anxiety or outside influences impact the fulfillment of their potential. We will study what giftedness means, how gifted students can be identified, and consider classroom strategies that can help gifted students to feel safe in the educational environment.

- 3 credits

- Tuition: \$825, plus materials
- Dates: June 12-31
- Register by: May 22, 2012
- Instructor: TBA
- Course #: EDUC 541

The remaining classes needed for the endorsement will be offered during Fall 2012 and Spring 2013 to satisfy the Iowa Talented and Gifted Endorsement.

## Are You Interested in Our Talented and Gifted Program?

If so, complete an online application.

Electronic applications are available online at <http://www.viterbo.edu/applyonline>.

Formal transcript evaluations will take place after students have completed an electronic application, paid the \$50 application fee and sent official transcripts directly from their college/university to the Viterbo Iowa Center, 4949 Westown Parkway, Suite 195, West Des Moines, IA 50266. Transcripts marked "issued to student" will not be accepted. Please also send a copy of your teaching license.

Questions? Call or email Dr. Anne Kruse at 515-224-5944 or [aekruse@viterbo.edu](mailto:aekruse@viterbo.edu).



Look for this symbol in the course descriptions for our Talented and Gifted Endorsement courses!





# Spring/Summer 2012 Calendar of Courses At a Glance

## ONLINE

Feb. 9-March 1	EDUC 870	Finding Your Element-Where Passion Meets Talent, page 16
Feb. 9-March 17	EDUC 876	Issues & Trends in Inclusive Early Childhood Education, page 16
Feb. 9-March 17	EDUC 872	Movement and Play in Early Childhood, page 16
Feb. 9-March 17	EDUC 870	Motivation and Inspiration for Writing Instruction, page 16
March 22-May 10	EDUC 875	Creative Arts for Young Children, page 16
March 22-May 10	EDUC 870	Addressing Bullying, Harassment, and Cyber-Intimidation, page 17
March 22-May 10	EDUC 870	Making Reading Connections, page 17
March 22-May 10	EDUC 853	Organization and Administration of Early Childhood Education, page 17
March 22-May 10	EDUC 870	Creative Studies, page 17
April 5-May 3	EDUC 854	Nutrition in Early Childhood Education, page 17
April 5-May 10	EDUC 870	Digital Storytelling, page 17
April 5-May 24	EDUC 870	Teaching Secondary Writing, page 17
May 3-June 7	EDUC 870	A Whole New Mind: Recharging the Right Side, page 18
May 10-31	EDUC 870	Communication 2.0-Blogging, page 18
May 10-June 13	EDUC 870	How to Differentiate Instruction in Mixed-Ability Classrooms, page 18
May 10-31	EDUC 871	Introduction to Early Childhood, page 18
June 7-July 26	EDUC 870	Classroom Management that Works, page 18
June 7-July 12	EDUC 877	Family and Community in Early Childhood Education, page 18
June 7-July 12	EDUC 870	Formative Assessment for Better Teaching, page 19
June 7-28	EDUC 870	Daily FIVE, page 19
June 7-July 26	EDUC 531	Adolescent Literacy, page 19
June 12-31	EDUC 541	Psychology of the Gifted, page 19
June 12-July 24	EDUC 870	Young Adult Literature, page 19
June 21-July 26	EDUC 872	Movement and Play in Early Childhood, page 19
July 12-August 30	EDUC 870	Project Based Learning: Design, Implementation & Assessment, page 20
July 19-August 23	EDUC 876	Issues and Trends in Inclusive Early Childhood Education, page 20
Aug. 30-Sept. 20	EDUC 870	Daily CAFÉ, page 20
August 30-October 6	EDUC 875	Creative Arts for Young Children, page 20

## BURLINGTON

Great Prairie AEA, 3601 West Ave. Rd., PO Box 1065, Burlington

March 2-April 7	EDUC 625	Schoolwide & Classroom Discipline, page 21
March 30-April 21	EDUC 715	Teacher as a Person and a Professional, page 21
May 25-June 30	EDUC 537	Multicultural Approach to Teaching, page 21
June 11-15	EDUC 600	Philosophical Perspectives, page 21
June 18-19	EDUC 782	Exploring the Affective Aspect of Reading, page 21
June 20-22	EDUC 568	Improving Oral Communications, page 21
July 9-13	EDUC 542	Teaching the Art of Writing, page 21
July 9-13	EDUC 782	School Law and Mandates, page 22

## CEDAR FALLS

AEA 267, 3712 Cedar Heights Dr., Cedar Falls

Feb. 24-March 24	EDUC 600	Philosophical Perspectives, page 22
March 30-April 21	EDUC 537	Multicultural Approach to Teaching, page 22
June 1-2	EDUC 782	Parent Involvement and Family-Teacher Partnerships, page 22
June 6-12	EDUC 681	Emergent Literacy, page 23
June 13-19	EDUC 801	Supervision & Staff Development, page 23
June 20-26	EDUC 600	Philosophical Perspectives, page 23
June 27-July 3	EDUC 639	Directing & Supervision K-12 Reading Program, page 23
July 2-30	EDUC 601	Educational Research I, page 23
July 18-24	EDUC 550	Children's Literature (K-8), page 23
August 6-10	EDUC 715	Teacher as a Person and a Professional, page 23

## CLEAR LAKE

High School, 125 N. 20th St., Clear Lake

June 22-July 28	EDUC 782	Building Positive Classroom Relations, page 24
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## CRESCO

Crestwood High School, 1000 Schroder Dr., Cresco

July 9-13	EDUC 782	Building ELL Reading Ability: Weaving Listening, Speaking, Reading and Writing, page 24
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## CRESTON

Green Hills AEA, 1405 Lincoln, Creston

July 9-10	EDUC 782	6 + 1 Traits of Writing, page 24
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## DALLAS CENTER-GRIMES

High School, 33521 240th St., Grimes

April 13-14	EDUC 782	Online Learning (This is a blended BlackBoard class), page 24
June 13-19	EDUC 538	Creating the Conditions for Learning: Putting the Pieces Together, page 25
June 27-July 3	EDUC 640	Balanced Literacy in the Reading Program (K-12), page 25
July 25-31	EDUC 650	Content Reading and Study Strategies (K-12), page 25
August 1-7	EDUC 605	Inclusion of Students with Special Needs (K-12), page 25

## DES MOINES/WEST DES MOINES

Viterbo Iowa Center, 4949 Westown Pkwy., Suite 195, WDM

Jan. 2-May 31	EDUC 780	Practicum, page 25
Jan. 27-Feb. 18	EDUC 600	Philosophical Perspectives, page 25
Jan. 2-May 31	EDUC 789	Practicum in Reading Disabilities, page 26
Feb. 3-March 3	EDUC 520	Assessment & Treatment of Reading Difficulties (5-12), page 26

Feb. 6-20	EDUC 782	Grammar Usage & Punctuation, page 26
Feb. 17-March 17	EDUC 776	Understanding the Young Adolescent, page 26
Feb. 17-March 10	EDUC 542	Teaching the Art of Writing, page 26
Feb. 24-March 17	EDUC 782	Managing the Diverse Classroom, page 26
Feb. 24-March 31	EDUC 782	US History Since 1865, page 26
March 30-April 14	EDUC 568	Improving Oral Communications (K-12), page 27
April 6-May 5	EDUC 782	School Law and Mandates, page 27
April 13-28	EDUC 519	Assessment & Treatment of Reading Difficulties (K-8), page 27
Jan. 2-May 25	EDUC 789	Practicum in Reading Disabilities, page 27
April 13-28	EDUC 715	Teacher as a Person and a Professional, page 27
April 20-May 18	EDUC 782	Digital Literacy in the Classroom with Angela Maers, page 27
April 20-May 19	EDUC 782	World History, page 28
April 20-May 5	EDUC 650	Content Reading and Study Strategies (K-12), page 28
April 27-28	EDUC 782	Parent Involvement and Family-Teacher Partnerships, page 28
May 4-June 2	EDUC 782	Literature Across Cultures, page 28
May 11-26	EDUC 681	Emergent Literacy (PK-3), page 28
June 1-16	EDUC 782	Math for Struggling Learners, page 28
June 8-23	EDUC 782	Fundamentals of Speech for the Middle Level Educator, page 29
June 8, 11 & 12	EDUC 568	Improving Oral Communication, page 29
June 8-19	EDUC 601	Educational Research I, page 29
June 9-23	EDUC 782	School Law and Mandates, page 29
June 11-12	EDUC 782	Metacognition: Extending the Invitation, page 29
June 11-15	EDUC 628	Models for Teaching Middle School Students, page 29
June 13-19	EDUC 550	Children's Literature (K-8), page 29
June 13-20	EDUC 776	Understanding the Young Adolescent, page 30
June 14-29	EDUC 782	The Iowa Evaluator Approval Training Program Level I, page 30
June 15-16	EDUC 782	Grammar Usage and Punctuation, page 30
June 20-26	EDUC 600	Philosophical Perspectives, page 30
June 20-26	EDUC 542	Teaching the Art of Writing (K-12), page 30
June 20-26	EDUC 801	Supervision and Staff Development, page 30
June 23-July 21	EDUC 782	Creative Strategies: Book Making, Digital Storytelling and Cross-Curricular Connections, page 30
June 25-28	EDUC 782	World Geography, page 31
July 2-11	EDUC 782	Building Positive Classroom Relationships, page 31
July 6-28	EDUC 600	Philosophical Perspectives, page 31
July 10-11	EDUC 782	Tech Savvy Teachers, page 31
July 11-12	EDUC 782	Health Dimensions: Live, Laugh, Love, Learn, page 31
July 11-17	EDUC 782	US History Since 1865, page 31
July 18-24	EDUC 782	Algebra Concepts for the Middle School, page 31
July 18-24	EDUC 681	Emergent Literacy (PK-3), page 32
July 18-24	EDUC 782	Managing the Diverse Classroom, page 32
July 19-20	EDUC 782	6 + 1 Traits of Writing, page 32

July 19-31	EDUC 601	Educational Research I, page 32
July 23-27	EDUC 782	Government, page 32
July 25-31	EDUC 782	Middle School Math Concepts, page 32
July 30-Aug. 3	EDUC 715	Teacher as a Person and a Professional, page 33
July 30-Aug. 3	EDUC 537	Multicultural Approach to Teaching, page 33

**DYERSVILLE**

Beckman High School, 1325 9th St. SE, Dyersville

July 23-27	EDUC 600	Philosophical Perspectives, page 33
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**FORT DODGE**

Fair Oaks Middle School, 416 So. 10th St., Ft. Dodge

June 25-29	EDUC 782	Building Positive Classroom Relationships, page 34
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**HUXLEY**

Ballard High School, 701 Ballard Dr., Huxley

June 11-15	EDUC 640	Balanced Literacy in the Reading Program (K-12), page 34
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**MARSHALLTOWN**

Lenihan School, 212 W. Ingledue, Marshalltown

June 27-July 17	EDUC 601	Educational Research I, page 34
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**NEWTON**

Newton Community School District, 807 S. 6th Ave. West, Newton

July 11-17	EDUC 600	Philosophical Perspectives, page 35
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**OSKALOOSA**

High School, 1816 N. 3rd, Oskaloosa

April 27-June 2	EDUC 801	Supervision & Staff Development, page 35
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**OTTUMWA**

Great Prairie AEA, 2814 N. Court St., Ottumwa

March 2-April 14	EDUC 600	Philosophical Perspectives, page 35
June 27-July 3	EDUC 640	Balanced Literacy in the Reading Program (K-12), page 35
July 9-13	EDUC 650	Content Reading & Study Strategies (K-12), page 35
July 25-31	EDUC 550	Children's Literature (K-8), page 36

**POSTVILLE**

High School, 314 W. Post, Postville

May 11-June 2	EDUC 782	Building ELL Reading Ability: Weaving Listening, Speaking, Reading and Writing, page 36
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**WASHINGTON**

Washington CSD Admin. Office, 404 West Main, Washington

March 2-24	EDUC 782	Building ELL Reading Ability: Weaving Listening, Speaking, Reading and Writing, page 36
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**WAVERLY**

Shell Rock Middle School, Room 108, 501 Heritage Way, Waverly

Feb. 3-18	EDUC 640	Balanced Literacy in the Reading Program (K-12), page 36
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## Online

Online classes are limited to a maximum of 15 participants per class. Due to the added processing time involved in enrolling students on Blackboard, the deadline for online class registrations is three weeks prior to the class start date. Before the class begins, you will receive a letter outlining how to access your online class.

### Finding Your Element-Where Passion Meets Talent

Over the course of our lives, we spend countless hours trying to concentrate on and improve our personal weaknesses. What would happen if we instead focused our time and energy on becoming experts in the areas we're already good at? Your "Element" is where personal passion meets natural talent. In this course, participants will learn from author and creativity expert Sir Kenneth Robinson's book, *The Element*. Participants will work through exercises that help them define their own "Element" and translate it into their own teaching techniques and curriculum. – 1 credit

Tuition: \$275, plus materials  
 Dates: February 9-March 1  
 Register by: January 19, 2012  
 Instructor: Jessica Balsley  
 Course #: EDUC 870

### Issues and Trends in Inclusive Early Childhood Education

**ECE** This course is designed to provide an introduction and overview of best practices in the education and care of young children in inclusive school and community settings. The purpose of this course is to develop the knowledge, skills and dispositions required of early childhood professionals to meet the needs of all children with differing abilities, engage in family-centered practices, participate on interdisciplinary collaborative teams, and identify community resources to support young children and their families.

Course study will include indicators of typical and atypical growth/learning in young children and the characteristics of delays/disorders in the area(s) of physical, cognitive, social-emotional, and communication areas of development; curriculum adaptations, modifications, and instructional strategies; federal and state special education laws as it relates to child/family rights, roles and responsibilities of professionals, and procedural processes for identification and provision of special education and related services.

Course content will also include an examination of critical issues in the field of Early Childhood Education and Care that face children, families, and early childhood professionals, as well as contemporary trends that influence curriculum, teaching, and life outcomes of children and families will be explored. – 2 credits

Tuition: \$550, plus materials  
 Dates: February 9-March 17  
 Register by: January 19, 2012  
 Instructor: Kate Wonders  
 Course #: EDUC 876

### Movement and Play in Early Childhood

**ECE** This course examines the nature and value of play in the lives of children, birth through eight years of age in the areas of cognitive, social, communication, emotional, and physical development. Included in the course will be the role of the teacher during children's play, and the planning for and assessment of play. Activities, songs, movements, and games that can be used in the Early Childhood Classroom will be an integral part of this course.

– 2 credits

Tuition: \$550, plus materials  
 Dates: February 9-March 17  
 Register by: January 19, 2012  
 Instructor: Rhonda Hopewell  
 Course #: EDUC 872

### Motivation and Inspiration for Writing Instruction

Writing can be an area that is a challenge for both students and teachers. Participants will learn about research-based motivational strategies and techniques to use within writing instruction. These strategies will focus on motivating students to write, especially for the reluctant or struggling writers. Participants will also work to revise current lessons to reflect new learning. – 2 credits

Tuition: \$550, plus materials  
 Dates: February 9-March 17  
 Register by: January 19, 2012  
 Instructor: Jennifer Jacob  
 Course #: EDUC 870

### Creative Arts for Young Children

**ECE** This course examines the philosophy and role of creative drama, music and art in early childhood education with an emphasis on creative activity as it relates to developmental stages in the child's life. It focuses on the appreciation of the value and function of creativity and construction of developmentally appropriate curriculum. Included in the course will be the role of the teacher in providing creative experiences for young children. Creative activities in art, music, dance and drama that can be used in an early childhood classroom will be an integral part of this course. – 2 credits

Tuition: \$550, plus materials  
 Dates: March 22-May 10  
 Register by: February 29, 2012  
 Instructor: Kate Wonders  
 Course #: EDUC 875

**Addressing Bullying, Harassment, and Cyber-Intimidation**

This course is designed to support teachers, administrators, and schools in understanding bullying from the perspective of the bully, the bullied, and the bystander (witness). As educational pedagogy transitions from teacher-centered to student-directed, the classroom, school, and school community must remain safe places for students. This course provides the participants with an opportunity to reflect on current practice and integrate new strategies to more effectively support students and their families. Focal points will be on the bully, the bullied, the bystander, cyber-bullying, indicators of bullying (and safety issues), and information specific to elementary, middle, and high school students. – 3 credits

Tuition: \$825, plus materials  
 Dates: March 22-May 10  
 Register by: February 29, 2012  
 Instructor: Kari Staack  
 Course #: EDUC 870

**Making Reading Connections**

Reading is thinking. Good readers use the strategies of metacognition, schema, inferring, questioning, determining importance, visualizing and synthesizing throughout the reading process. Participants of this course will read, implement, dialogue and reflect upon using the gradual release of responsibility in their classrooms. All teachers in reading classrooms, as well as in other content areas, will benefit from the course. Using the text, learners will explore different techniques for launching strategies and explicitly teaching reading as a thinking process. **Required Reading** – *Comprehension Connections: Bridges to Strategic Reading* by Tanny McGregor. ISBN: 978-0325008875

– 2 credits

Tuition: \$550, plus materials  
 Dates: March 22-May 10  
 Register by: February 29, 2012  
 Instructor: Angela Wessel  
 Course #: EDUC 870

**Organization and Administration of Early Childhood Education**

**ECE** This course is designed to acquaint classroom teachers with the research based on skills in planning, implementing, and evaluating programming in early childhood education. Staff supervision and evaluation, in-service training and orientation, and harmonious working relationships are other topics included in this course. – 3 credits

Tuition: \$825, plus materials  
 Dates: March 22-May 10  
 Register by: February 29, 2012  
 Instructor: Rhonda Hopewell  
 Course #: EDUC 853

**Creative Studies**

Participants will learn about research-based creative strategies and techniques to use within the context of the classroom. These strategies will focus on identifying creative traits. Participants will work to develop a lesson that reflects new learning. – 3 credits

Tuition: \$825, plus materials  
 Dates: March 22-May 10  
 Register by: March 15, 2012  
 Instructor: Angela Hileman  
 Course #: EDUC 870

**Nutrition in Early Childhood Education**

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

– 1 credit

Tuition: \$275, plus materials  
 Dates: April 5-May 3  
 Register by: March 15, 2012  
 Instructor: Rhonda Hopewell  
 Course #: EDUC 854

**Digital Storytelling**

The art of storytelling has been around for centuries. It is how we pass information on to younger generations, the way we teach character, how we learn about our ancestors, and how we experience life. This class is designed to explore technology in order to create a digital story and learn the tools necessary to infuse digital storytelling into the classroom. Basic technology skills are required for this course.

– 2 credits

Tuition: \$550, plus materials  
 Dates: April 5-May 10  
 Register by: March 15, 2012  
 Instructor: Heather Crockett  
 Course #: EDUC 870

**Teaching Secondary Writing**

**R** This course provides research-based and standards-based strategies to teach adolescent writing through the analysis of writing processes and the use of rubrics, with authentic samples taken directly from students' writing portfolios. Teachers will also learn valuable information on teaching grammar, curriculum planning, service learning, and community and parental involvement. – 3 credits

Tuition: \$825, plus materials fees  
 Dates: April 5-May 24  
 Register by: March 15, 2012  
 Instructor: Blythe Stanfel  
 Course #: EDUC 870

Continued on next page.



Early Childhood Education Course



Middle School Course



Reading Course



Talented and Gifted



COMING SOON

17





### A Whole New Mind: Recharging the Right Side

Over the last few decades our economy has sought after certain individuals: the computer programmer, the number cruncher, the logical and linear, also known as the left-brained. These traits are very important, but as our economy shifts and changes, we are beginning to see the importance of the inventors, the empathizers, the teachers, the storytellers or the right-brained. In this course, participants will learn from author Daniel Pink. They will identify the "6 Senses" of the right brain and learn specific strategies to develop these senses essential for professional success and personal fulfillment. **Required Reading** – *A Whole New Mind: Why Right-Brainers will Rule the Future* by Daniel H. Pink. ISBN: 9781594481710 – 2 credits

Tuition: \$550, plus materials  
Dates: May 3-June 7  
Register by: April 19, 2012  
Instructor: Heather Crockett  
Course #: EDUC 870

### Communication 2.0-Blogging

Blogs are quickly becoming one of the most popular ways for teachers and students to create, share, and document the learning process with colleagues, peers, and parents. Blogs allow tremendous creative freedom and can help connect individuals with similar problems/experiences from all across the world. Through this class, participants will learn blogging basics, create their own blogs, brainstorm implementation techniques to fit their own unique classrooms, and discover the secrets pro-bloggers use to increase readership, reader-retention, and content relevance in their own blogs. – 1 credit

Tuition: \$275, plus materials  
Dates: May 10-31  
Register by: April 19, 2012  
Instructor: Jessica Balsley  
Course #: EDUC 870

### How to Differentiate Instruction in Mixed-Ability Classrooms

Classrooms of today are filled with students who come from differing cultures and learning styles. They arrive at school with an extremely varied background and level of experience. Some students are ready to learn with great interest, while others do not have access to the knowledge or the eagerness to seek new information. Teachers of all ages in these mixed-ability classrooms are faced with multiple challenges. Carol Ann Tomlinson gives insights to the teacher who is faced with such an unfathomable range: she leads you from one practical possibility to another, covering important angles, such as creating the essential classroom environment; developing classroom management strategies to enhance your offering of choices; communicating with parents and giving grades; and planning lessons that may differentiate in the elements of content, process and/or products. **Required Reading** – *How to Differentiate Instruction in Mixed Ability Classrooms*. 2nd Edition. By Carol Ann Tomlinson. ISBN: 013119500X – 2 credits

Tuition: \$550, plus materials  
Dates: May 10-June 13  
Register by: April 19, 2012  
Instructor: Angela Wessel  
Course #: EDUC 870

### Introduction to Early Childhood

**ECE** This course is designed to examine various issues involved in the education of early childhood programs for children birth through age eight. We will consider developmentally appropriate practice, ethical responsibilities, NAEYC licensure standards, and program expectations. – 1 credit

Tuition: \$275, plus materials  
Dates: May 10-31  
Register by: April 19, 2012  
Instructor: Kate Wonders  
Course #: EDUC 871

### Classroom Management that Works

As an on-line experience, a major premise of this course is that there is more time for effective classroom instruction when classroom management is thoughtful and in place. This course helps clarify procedures (both what to do, and how to do it), with numerous examples and action steps to take while allowing for educators to have choices that meet the personality needs of individuals. Having solid, well-thought out classroom management also reduces the stress that can result from "wing it" decision-making by exposure to research-proven, humane and effective classroom management strategies that work. **Required Reading** – *Classroom Management That Works: Research-Based Strategies for Every Teacher* By Robert J. Marzano. ISBN: 9780871207937 – 3 credits

Tuition: \$825, plus materials  
Dates: June 7-July 26  
Register by: May 17, 2012  
Instructor: Kari Slaack  
Course #: EDUC 870

### Family and Community in Early Childhood Education

**ECE** This course is a study of theoretical and practical problems in designing programs which take into consideration social, political, and economic characteristics and resources of communities. An emphasis is placed upon involvement of primary caregivers, parents, community resources, and social service agencies in the organization, operation and communication, management of behavior, and learning environments as well as on evaluation of school-community relations. – 2 credits

Tuition: \$550, plus materials  
Dates: June 7-July 12  
Register by: May 17, 2012  
Instructor: Rhonda Hopewell  
Course #: EDUC 877

### Formative Assessment for Better Teaching

Participants will learn about research-based formative assessment techniques used to improve instruction. These techniques will focus on using data to drive instruction, giving feedback and motivating learners in meaningful ways. Participants will work to revise current assessment practices to enhance student achievement and motivation. – 2 credits

Tuition: \$550, plus materials  
 Dates: June 7-July 12  
 Register by: May 17, 2012  
 Instructor: Jen Thoma  
 Course #: EDUC 870

### Daily FIVE

Daily FIVE is a course designed to study the Daily FIVE structured outlined in the text, *The Daily FIVE*, by Boushey and Moser. *The Daily FIVE* book models a structure for literacy instruction in the classroom. Learning to read and write can only occur with practice. The Daily FIVE offers classroom time for students to practice their literacy skills in "good fit" literature. Students become actively engaged in one of the five focus areas: read to self, read to someone, listen to reading, work on writing, or word work. The focus of the authors of *The Daily FIVE* is to provide a structure that allows modeling and guiding so that students become independent during their literacy time. The teacher(s) in the classroom can then focus on teaching and conferencing with individuals and strategy groups. **Required Reading – *The Daily FIVE*** by Gail Boushey and Joan Moser. ISBN: 9781571104298 – 1 credit

Tuition: \$275, plus materials  
 Dates: June 7-28  
 Register by: May 17, 2012  
 Instructor: Angela Wessel  
 Course #: EDUC 870

### Adolescent Literacy

**MS** This course will explore the current development and practice of adolescent literacy (grades 5-8) in a changing world. Globalization means middle and high school students will increasingly find themselves in a world with jobs that require ingenuity, imagination and empathy, and will require employees who are willing to take risks and work cooperatively. With this in mind, this course will use a variety of texts to synthesize literacy strategies about reading, writing, speaking, and thinking in the adolescent world, including how to adapt to the increase of technology in everyday use. **Required Readings – *Adolescent Literacy: Turning Promise into Practice*** by Kylene Beers, Robert E. Probst, & Linda Rief. ISBN: 0325011281; *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers* by Cris Tovani. ISBN: 157110089X – 3 credits

Tuition: \$825, plus materials  
 Dates: June 7-July 26  
 Register by: May 17, 2012  
 Instructor: Blythe Stanfel  
 Course #: EDUC 531

### Psychology of the Gifted

**TAG** Psychology of the Gifted will provide an opportunity to examine the issues that educators need to know about the social and emotional development and needs of gifted children. Giftedness is much more than the ability to excel with grades and tests. Participants will examine varying definitions of giftedness and personal beliefs that support and advocate for gifted children or become barriers to them. This class will examine how gifted students perceive themselves, and how pressures, anxiety or outside influences impact the fulfillment of their potential. We will study what giftedness means, how gifted students can be identified, and consider classroom strategies that can help gifted students to feel safe in the educational environment. – 3 credits

Tuition: \$825, plus materials  
 Dates: June 12-31  
 Register by: May 22, 2012  
 Instructor: TBA  
 Course #: EDUC 541

### Young Adult Literature

**MS** This course will explore a variety of young adult literature. It will focus on helping teachers develop knowledge of and increase interest in young adult literature and how it may be used in the classroom. Critical study and evaluation of the young adult literature genre and examination of themes found in the literature will be emphasized. Teachers will benefit from learning how to encourage multiple responses to literature, to think critically about contemporary issues in the teaching of literature for young adults, and to design young adult literature-based units. – 3 credits

Tuition: \$825, plus materials  
 Dates: June 12-July 24  
 Register by: May 29, 2012  
 Instructor: Michelle Richardson  
 Course #: EDUC 870

### Movement and Play in Early Childhood

**ECE** This course examines the nature and value of play in the lives of children, birth through eight years of age in the areas of cognitive, social, communication, emotional, and physical development. Included in the course will be the role of the teacher during children's play, and the planning for and assessment of play. Activities, songs, movements, and games that can be used in the Early Childhood Classroom will be an integral part of this course. – 2 credits

Tuition: \$550, plus materials  
 Dates: June 21-July 26  
 Register by: May 31, 2012  
 Instructor: Rhonda Hopewell  
 Course #: EDUC 872

Continued on next page.



Early Childhood Education Course



Middle School Course



Reading Course



Talented and Gifted



COMING SOON





**Project Based Learning: Design, Implementation & Assessment**

Education today is curriculum-based and data driven. However, learning can still continue to be meaningful, exploratory and engaging for all students. In this course, participants will explore the fundamentals of successful project-based learning. They will apply this information to create a project-based unit to use in the classroom and gain knowledge of both qualitative and quantitative assessment techniques to demonstrate mastery of educational goals. – **3 credits**

Tuition: \$825, plus materials  
 Dates: July 12-August 30  
 Register by: June 21, 2012  
 Instructor: Heather Crockett  
 Course: EDUC 870

**Issues and Trends in Inclusive Early Childhood Education**

**ECE** This course is designed to provide an introduction and overview of best practices in the education and care of young children in inclusive school and community settings. The purpose of this course is to develop the knowledge, skills and dispositions required of early childhood professionals to meet the needs of all children with differing abilities, engage in family-centered practices, participate on interdisciplinary collaborative teams, and identify community resources to support young children and their families.

Course study will include indicators of typical and atypical growth/learning in young children and the characteristics of delays/disorders in the area(s) of physical, cognitive, social-emotional, and communication areas of development; curriculum adaptations, modifications, and instructional strategies; federal and state special education laws as they relate to child/family rights, roles and responsibilities of professionals, and procedural processes for identification and provision of special education and related services.

Course content will also include an examination of critical issues in the field of early childhood education and care that face children, families, and early childhood professionals, as well as contemporary trends that influence curriculum, teaching, and life outcomes of children and families. – **2 credits**

Tuition: \$550, plus materials  
 Dates: July 19-August 23  
 Register by: June 28, 2012  
 Instructor: Kate Wonders  
 Course #: EDUC 876

**Daily CAFÉ**

The CAFÉ book represents the basic components for a reading program to develop competent readers in grades K-5. CAFÉ is the acronym for Comprehension, Accuracy, Fluency and Expanding vocabulary. It is a practical, simple way to integrate assessment into daily reading. The CAFÉ system provides the structure, language and built-in flexibility for teachers to work with students on reading strategies. Students are actively engaged in research-based reading strategies that are tailored to fit the needs of the classroom, small groups, and individual students. CAFÉ classroom teachers match readers with appropriate text, diagnose student reading strengths and needs with side by side instruction, set goals for individual students, and explicitly teach reading strategies. **Required Reading** – *The CAFÉ Book, Engaging All Students in Daily Literacy Assessment and Instruction* by Gail Boushey and Joan Moser. ISBN: 1571107282

– **1 credit**

Tuition: \$275, plus materials  
 Dates: August 30-September 20  
 Register by: August 9, 2012  
 Instructor: Angela Wessel  
 Course #: EDUC 870

**Creative Arts for Young Children**

**ECE** This course examines the philosophy and role of creative drama, music and art in early childhood education with an emphasis on creative activity as it relates to developmental stages in the child's life. It focuses on the appreciation of the value and function of creativity and construction of developmentally appropriate curriculum. Included in the course will be the role of the teacher in providing creative experiences for young children. Creative activities in art, music, dance and drama that can be used in an early childhood classroom will be an integral part of this course. – **2 credits**

Tuition: \$550, plus materials  
 Dates: August 30-October 6  
 Register by: August 9, 2012  
 Instructor: Kate Wonders  
 Course #: EDUC 875

**WISCONSIN Internet Courses**

Many more online course listings are offered from Viterbo University's West Allis Center in partnership with Advanced Learning Designs and Critical Connections. Please check out the Advanced Learning Designs website at [www.viterbo-online.com](http://www.viterbo-online.com). For further course or syllabi information on Critical Connections, please call 1-800-234-8721.

**Please note:** Wisconsin tuition is \$310 per graduate credit, and Iowa students will pay at the same rate.

## Durlington/Mt. Pleasant

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Schoolwide & Classroom Discipline

Effective discipline is based on two beliefs: 1) students are important and they are capable of behaving in ways that benefit themselves and the people around them, and 2) professional educators aspire to high forms of responsible and ethical behavior and want their schools to reflect this practice. This course embodies the above principles and will make them explicit in four areas: 1) philosophy of human behavior and discipline, 2) proven prevention factors, 3) how to change behavior while maintaining dignity of students and staff, 4) classroom and school action necessary when student behavior is disruptive to learning. – 3 credits

Tuition: \$825, plus materials  
 Dates: March 2-3, 16-17 and April 6-7  
 Register by: February 17, 2012  
 Instructor: Darren Hanna  
 Location: Mt. Pleasant Middle School Media Center  
 Course #: EDUC 625

### Teacher as a Person and a Professional

This course is designed to afford teachers the opportunity to gain deeper understandings of professionalism and personal meaning in their life's work. It is intended to develop these two themes in such a way that the person will use his/her own vision and purpose to transcend the push and pull of everyday routines so that higher forms of professional practice will prevail. **Required Text** – *Ishmael: An Adventure of the Mind and Spirit*. ISBN#: 0-553-37540-7. (This course is a required course for the Viterbo University Master's Degree.)

– 3 credits (core course)

Tuition: \$930, plus materials  
 Dates: March 30-31, April 13-14 and 20-21  
 Register by: March 16, 2012  
 Instructor: Robert Peterson  
 Location: Great Prairie AEA  
 Course #: EDUC 715

### Multicultural Approach to Teaching

This course is designed to give teachers the opportunity to explore other cultures in order to gain a deeper understanding of diversity of students within our classrooms. This course will examine multicultural literature, parental involvement, lesson planning, and hands-on experience. Course literature and activities will address several cultural groups. This course is also designed to break down cultural barriers that may exist between teachers, students and parents.

– 3 credits

Tuition: \$825, plus materials  
 Dates: May 25-26, June 15-16 and 29-30  
 Register by: May 11, 2012  
 Instructor: Annette Duncan  
 Location: Great Prairie AEA  
 Course #: EDUC 537

### Philosophical Perspectives

This course includes an examination of philosophical positions and beliefs as they affect the teacher, student, and learning. The intellectual challenge, the ethical and moral issues, the system of values, and the understanding and sharing involved in life and teaching are explored. (This course is a required course for the Viterbo University Master's Degree.) – 3 credits (core course)

Tuition: \$930, plus materials  
 Dates: June 11-15  
 Register by: May 28, 2012  
 Instructor: Ramona Parrish  
 Location: Great Prairie AEA  
 Course #: EDUC 600

### Exploring the Affective Aspect of Reading

Become a partner with the participants to ignite a passion for reading. In order for students to be better readers, educators need to turn kids on to reading. This class will provide the participants with some ideas to help our students with that objective. – 1 credit

Tuition: \$275, plus materials  
 Dates: June 18-19  
 Register by: June 4, 2012  
 Instructor: Kate Lamb  
 Location: Great Prairie AEA  
 Course #: EDUC 782

### Improving Oral Communication (K-12)

**R** This course focuses on the knowledge of oral language development and the knowledge of the unique needs and backgrounds of students with language differences and delays. Effective research-based strategies and instructional technology for facilitating the learning of Standard English by all learners, including English Language Learners, will be covered. – 2 credits

Tuition: \$550, plus materials  
 Dates: June 20, 21 and 22  
 Register by: June 6, 2012  
 Instructor: Sharon Garvey  
 Location: Great Prairie AEA  
 Course #: EDUC 568

### Teaching the Art of Writing (K-12)

**R** The course is designed to provide teachers the opportunity to gain a deeper understanding of the art of teaching writing. Current research and theory will provide a foundation of knowledge to effectively teach writing as a communication tool. Content will include the following: reading-writing-speaking connections; the stages of spelling development; the writing process; qualities of effective writing; writing conferences; and an exploration of different types of writing. As participants take on the role of a writer, connections will be made regarding how to link theory and practice to effective classroom applications. – 3 credits

Tuition: \$825, plus materials  
 Dates: July 9-13  
 Register by: June 25, 2012  
 Instructor: Kathy Poetting & Teresa Cardamon  
 Location: Great Prairie AEA  
 Course #: EDUC 542

Continued on next page.





## Cedar Falls

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Philosophical Perspectives

This course includes an examination of philosophical positions and beliefs as they affect the teacher, student, and learning. The intellectual challenge, the ethical and moral issues, the system of values, and the understanding and sharing involved in life and teaching are explored. *(This course is a required course for the Viterbo University Master's Degree.)* – **3 credits (core course)**

**Tuition:** \$930, plus materials  
**Dates:** February 24-25, March 9-10 and 23-24  
**Register by:** February 10, 2012  
**Instructor:** Earl Bridgewater  
**Location:** AEA 267  
**Course #:** EDUC 600

### Multicultural Approach to Teaching

This course is designed to give teachers the opportunity to explore other cultures in order to gain a deeper understanding of diversity of students within our classrooms. This course will examine multicultural literature, parental involvement, lesson planning, and hands-on experience. Course literature and activities will address several cultural groups. This course is also designed to break down cultural barriers that may exist between teachers, students and parents.

– **3 credits**

**Tuition:** \$825, plus materials  
**Dates:** March 30-31, April 6-7 and 20-21  
**Register by:** March 16, 2012  
**Instructor:** Annette Duncan  
**Location:** AEA 267  
**Course #:** EDUC 537

## Burlington/Mt. Pleasant (Continued)

### School Law and Mandates

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

– **3 credits**

**Tuition:** \$825, plus materials  
**Dates:** July 9, 10, 11, 12, and 13  
**Register by:** June 25, 2012  
**Instructor:** Jonathan Sheldahl  
**Location:** Great Prairie AEA  
**Course #:** EDUC 782

### Parent Involvement and Family-Teacher Partnerships

Family-school-community partnership is essential to the success of children in schools. Research confirms the value of parent-teacher collaboration. This course is designed to offer the theory and skills to improve communication with parents, to hold more effective conferences, and to implement strategies that build collaborative partnerships between parents and teachers. Course literature and activities will address the changing family, barriers to parent involvement, research in family literacy, collaborative program models, and strategies to involve parents. – **1 credit**

**Tuition:** \$275, plus materials  
**Dates:** June 1-2  
**Register by:** May 18, 2012  
**Instructor:** Cindy Yakei  
**Location:** AEA 267  
**Course #:** EDUC 782

**Emergent Literacy (PK-3)**

**ECE R** The focus for this course is the literacy development of the PK through grade 3 child. The course covers the developmental process of literacy acquisition and the use of appropriate methods, models and strategies for encouraging literacy growth. Early literacy concepts of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension cultural and linguistic diversity, and language differences and delays are examined. The role of parents, community, and assessment tools will be explored. – **3 credits**

Tuition: \$825, plus materials  
 Dates: June 6-8 and 11-12  
 Register by: May 23, 2012  
 Instructor: Elizabeth Laughlin  
 Location: AEA 267  
 Course #: EDUC 681

**Supervision and Staff Development**

**R** This course examines the effective strategies of supervision and staff development that relate to reading programs in schools. This course is required for the Reading Specialist endorsement. – **3 credits**

Tuition: \$825, plus materials  
 Dates: June 13-15 and 18-19  
 Register by: May 30, 2012  
 Instructor: Jan Keese  
 Location: AEA 267  
 Course #: EDUC 801

**Philosophical Perspectives**

This course includes an examination of philosophical positions and beliefs as they affect the teacher, student, and learning. The intellectual challenge, the ethical and moral issues, the system of values, and the understanding and sharing involved in life and teaching are explored. (This course is a required course for the Viterbo University Master's Degree.) – **3 credits (core course)**

Tuition: \$930, plus materials  
 Dates: June 20-22 and 25-26  
 Register by: June 6, 2012  
 Instructor: Ramona Parrish  
 Location: AEA 267  
 Course #: EDUC 600

**Directing & Supervising K-12 Reading Programs**

**R** This course provides study experiences in designing, implementing and evaluating K-12 reading programs. It includes study of leadership skills and strategies for working cooperatively with teachers, students, parents and the community. Supervision of instruction and staff development principles will be presented. This course is required for the Reading Specialist endorsement. – **3 credits**

**Prerequisite:** MA Candidate or MA Degree Graduate

Tuition: \$825, plus materials  
 Dates: June 27-29 and July 2-3  
 Register by: June 13, 2012  
 Instructor: Jan Keese  
 Location: AEA 267  
 Course #: EDUC 639

**Educational Research I**

This course provides an overview of educational research theory and practice. Teachers will design an approved research project on an approved educational topic. – **3 credits (core course)**

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

Tuition: \$930, plus materials  
 Dates: July 2-3, 16-17 and 30  
 Register by: June 18, 2012  
 Instructor: Wendy Prigge  
 Location: AEA 267  
 Course #: EDUC 601

**Children's Literature (K-8)**

**R** This course explores quality K-8 children's literature for modeling the reading and writing of varied genres, including fiction and nonfiction, technology-and media-based information, and non-print materials. Various children's literature books will be used to provide motivation through the use of texts and multiple levels, broad interests, reflecting varied cultures, linguistic backgrounds, and perspectives. This course also includes helping children acquire an appreciation of literature and develop lifelong reading habits.

– **3 credits**

Tuition: \$825, plus materials  
 Dates: July 18-20 and 23-24  
 Register by: July 5, 2012  
 Instructor: Julie Neal  
 Location: AEA 267  
 Course #: EDUC 550

**Teacher as a Person and a Professional**

This course is designed to afford teachers the opportunity to gain deeper understandings of professionalism and personal meaning in their life's work. It is intended to develop these two themes in such a way that the person will use his/her own vision and purpose to transcend the push and pull of everyday routines so that higher forms of professional practice will prevail. **Required Text – *Ishmael: An Adventure of the Mind and Spirit*. ISBN#: 0-553-37540-7.** (This course is a required course for the Viterbo University Master's Degree.)

– **3 credits (core course)**

Tuition: \$930, plus materials  
 Dates: August 6-10  
 Register by: July 23, 2012  
 Instructor: Robert Peterson  
 Location: AEA 267  
 Course #: EDUC 715

Continued on next page.





## Clear Lake

High School, 125 N. 20th St., Clear Lake

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Building Positive Classroom Relationships

Research shows that the most successful teachers are highly skilled in building positive relationships with their students. This course will give participants "hands-on" experiences with techniques and interventions to help them develop very positive relationships with their students, regardless of the students' age, gender, gender identity, socio-economic status, cultural background, sexual orientation and/or ability grouping. – **3 credits**

Tuition: \$825, plus materials  
 Dates: June 22-23, July 6-7 and 27-28  
 Register by: June 8, 2012  
 Instructor: Cindy Yakel  
 Location: Clear Lake High School  
 Course #: EDUC 782

## Cresco

Crestwood High School, 1000 Schroder Dr., Cresco

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Building ELL Reading Ability: Weaving Listening, Speaking, Reading and Writing

The focus of this course is the development of strategic reading skills for English Language Learners (ELLs) grades K-12. Emphasis will be placed on research-based best practices. In-depth strategy study and opportunities to practice weaving a tight net of student support integrating listening, speaking, reading, and writing strategies will be provided. – **3 credits**

Tuition: \$825, plus materials  
 Dates: July 9-13  
 Register by: June 25, 2012  
 Instructor: Kathryn Haun  
 Location: Crestwood High School  
 Course #: EDUC 782

## Creston

Green Hills AEA, 1405 Lincoln, Creston

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### 6 + 1 Traits of Writing

This course is designed for teachers who desire to have an assessment and instruction tool to improve student writing, from kindergarten and through twelfth grade, which can integrate all content area courses as well as reinforce the reading process. – **1 credit**

Tuition: \$275, plus materials  
 Dates: July 9-10  
 Register by: June 25, 2012  
 Instructor: Mary Tighe  
 Location: Green Hills AEA, 1405 Lincoln, Creston  
 Course #: EDUC 782

## Dallas Center-Grimes

High School, 33521 240th St., Grimes

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Online Learning (This is a blended BlackBoard Class)

Learn how to be an online learner, while at the same time explore learning opportunities and strategies to incorporate online learning activities into one's teaching at any grade level. Students will evaluate the use of online tools and activities through their own experience in the course. They will use free Internet sites, called Web 2.0 (See definition of Web 2.0 at: <http://tinyurl.com/5ogkok>). Students will work both collaboratively and individually to design practical online resources for the classroom. Online discussions, Internet Blogs, Wikis, and Social Networking will be introduced as teaching tools. Basic technology skills required. – **1 credit**

Tuition: \$275, plus materials  
 Dates: April 13-14  
 Register by: March 30, 2012  
 Instructor: Lynee Casper  
 Location: Dallas Center-Grimes High School  
 Course #: EDUC 782

**Creating the Conditions for Learning: Putting the Pieces Together**

Assessment, learning style, motivation, active participation, cooperative learning, brain research, and multiple intelligences! This course will help educators put isolated pieces of information together in order to create conditions for learning. We will connect strategies with recent brain research and connect that to the principles of lesson design. The ultimate outcome will be increased student learning.

– 3 credits

Tuition: \$825, plus materials  
 Dates: June 13-15 and 18-19  
 Register by: May 30, 2012  
 Instructor: LaDonna Lines  
 Location: Dallas Center-Grimes High School  
 Course #: EDUC 538

**Balanced Literacy in the Reading Program (K-12)**

**R** This course focuses on the theory and techniques for developing and implementing a K-8 balanced literacy program. Research and best practices using constructivism, phonology, and brain function are studied. Design and implementation of reading and writing connections and assessment strategies are explored in detail. Effective instruction in language acquisition, reading and writing skills, and linguistic diversity are studied. – 3 credits

Tuition: \$825, plus materials  
 Dates: June 27-29 and July 2-3  
 Register by: June 13, 2012  
 Instructor: Sharon Garvey  
 Location: Dallas Center-Grimes High School  
 Course #: EDUC 640

**Content Reading and Study Strategies (K-12)**

**R** This course focuses on the development of effective reading strategies and skills in content areas for K-12 students. Text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative are studied. A variety of research-based strategies and practices for effective instruction in reading and writing are reviewed and studied. Specific focus will be on designing and delivering effective instruction across the curriculum and for selecting materials appropriate for learners at various stages of reading and writing development including varied cultural and linguistic backgrounds. – 3 credits

Tuition: \$825, plus materials  
 Dates: July 25-27 and 30-31  
 Register by: July 11, 2012  
 Instructor: Kathryn Haun  
 Location: Dallas Center-Grimes High School  
 Course #: EDUC 650

**Inclusion of Students with Special Needs (K-12)**

**R** This course allows participants time to explore personal beliefs regarding inclusion of students with special needs while learning to examine current practices including the models of co-teaching. Participants will review current special education principles and learn components of inclusive teaching. The main focus of the course is learning strategies to be used in the classroom that foster an environment where all children excel. – 3 credits

Tuition: \$825, plus materials  
 Dates: August 1-3 and 6 and 7  
 Register by: July 18, 2012  
 Instructor: Mary Humke  
 Location: Dallas Center-Grimes High School  
 Course #: EDUC 605

**Des Moines/West Des Moines**

Viterbo University Iowa Center, 4949 Westown Pkwy., Suite 195, WDM

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

**Practicum**

**R** Students will intern in a K-12 reading program, working with a certified reading specialist. Students will gain experience in a broad range of activities required of a reading specialist, to include staff development, supervision and communications. – 3 credits

**Prerequisite:** Successful completion of EDUC 639 and EDUC 801

Tuition: \$825, plus materials  
 Dates: January 2-May 31  
 Register by: December 19, 2011  
 Instructor: Jan Keese  
 Course #: EDUC 780

**Philosophical Perspectives**

This course includes an examination of philosophical positions and beliefs as they affect the teacher, student, and learning. The intellectual challenge, the ethical and moral issues, the system of values, and the understanding and sharing involved in life and teaching are explored. (This course is a required course for the Viterbo University Master's Degree.) – 3 credits (core course)

Tuition: \$930, plus materials  
 Dates: Jan. 27-28, Feb. 3-4 and 17-18  
 Register by: January 13, 2012  
 Instructor: Brad Buck  
 Location: West Des Moines  
 Course #: EDUC 600

Continued on next page.



Early Childhood Education Course



Middle School Course



Reading Course



Talented and Gifted



COMING SOON





**Assessment and Treatment of Reading Difficulties (5-12)**

**R** Principles of corrective reading instruction, diagnostic instruments and procedures, effective strategies, and materials for correcting reading difficulties in grades 5-12 from individual to group and from formal to informal to alternative are covered. Proficiency in prescribing and communicating corrective instructional reading and writing plans and activities to support children's reading and writing development will be studied. – 3 credits

*\*EDUC 789-Practicum in Reading Disabilities (1 credit) must be taken at the same time as Assessment & Treatment class.*

Tuition: \$825, plus materials  
 Dates: February 3-4, 10-11 and March 2-3  
 Register by: January 20, 2012  
 Instructor: Fran McVeigh  
 Location: West Des Moines  
 Course #: EDUC 520

**Practicum in Reading Disabilities**

**R** Students will have experiences working with disabled readers. Students will conduct appropriate assessments, prescribe, and carry out remedial education programs in reading. Offered in conjunction with Assessment & Treatment of Reading Difficulties.

– 1 credit

Tuition: \$275, plus materials  
 Dates: Arranged by instructor  
 Instructor: Fran McVeigh  
 Course #: EDUC 789

**Grammar Usage and Punctuation**

**MS** This course provides knowledge of grammatical aspects of the English Language (parts of speech, clauses, verb-subject agreement, etc.) as they relate to the development of effective and written communication skills. It will also include the study of effective sentences, grammatically correct sentences, word choice, and major problems in punctuation and mechanics. – 1 credit

Tuition: \$275, plus materials  
 Dates: February 6, 13, and 20 (5-10pm)  
 Register by: January 30, 2012  
 Instructor: Blythe Stanfel  
 Location: West Des Moines  
 Course #: EDUC 782

**Understanding the Young Adolescent**

**MS** This course will develop a foundation of understanding for the developmental characteristics of the adolescent and the implications for education at the middle level. The course will examine the physical, social, emotional, and cognitive development of adolescent and relate the understanding to adolescents to exemplary middle school programs. – 3 credits

Tuition: \$825, plus materials  
 Dates: February 17-18, March 2-3 and 16-17  
 Register by: Feb. 3, 2012  
 Instructor: Lois Irwin  
 Location: West Des Moines  
 Course #: EDUC 776

**Teaching the Art of Writing (K-12)**

**R** The course is designed to provide teachers the opportunity to gain a deeper understanding of the art of teaching writing. Current research and theory will provide a foundation of knowledge to effectively teach writing as a communication tool. Content will include the following: reading-writing-speaking connections; the stages of spelling development; the writing process; qualities of effective writing; writing conferences; and an exploration of different types of writing. As participants take on the role of a writer, connections will be made regarding how to link theory and practice to effective classroom applications. – 3 credits

Tuition: \$825, plus materials  
 Dates: February 17-18, 24-25 and March 9-10  
 Register by: February 3, 2012  
 Instructor: Kathy Poetling & Teresa Cardamon  
 Location: West Des Moines  
 Course #: EDUC 542

**Managing the Diverse Classroom**

Teaching is becoming more challenging as educators strive to meet the needs of the growing diverse populations in their classrooms. This course will provide participants with opportunities to explore the best teaching practices that will increase the cooperation, participation and success of students from a variety of cultural backgrounds including: African, African American, Asian, Bosnian, Latino and Native American. Attention will also be given to techniques to effectively manage special education students, limited English speaking students and male and female students. Ruby Payne's philosophy on poverty will also be a focal point. Community resources will be utilized during this course. – 3 credits

Tuition: \$825, plus materials  
 Dates: February 24-25, March 9-10 and 16-17  
 Register by: February 10, 2012  
 Instructor: Ruth Ann Gaines  
 Location: West Des Moines  
 Course #: EDUC 782

**US History Since 1865**

**MS** This course is designed to explore our nations' history since 1865. The period after the American Civil War shows our incredible development of the American West, industrial growth unrivaled in history, political upheaval, imperialism, progressivism and our road through two world wars and our fight against the Great Depression. It is a fascinating time of great pride as we developed the greatest country in history but perhaps the time of our greatest shame, as human liberties are the casualty of this amazing growth.

– 3 credits

Tuition: \$825, plus materials  
 Dates: February 24-25, March 9-10 and 30-31  
 Register by: February 10, 2012  
 Instructor: Steve Hanson  
 Location: West Des Moines  
 Course #: EDUC 782

**Improving Oral Communication (K-12)**

**R** This course focuses on the knowledge of oral language development and the knowledge of the unique needs and backgrounds of students with language differences and delays. Effective research-based strategies and instructional technology for facilitating the learning of Standard English by all learners, including English Language Learners, will be covered. – **2 credits**

Tuition: \$550, plus materials  
 Dates: March 30-31 and April 13-14  
 Register by: March 9, 2012  
 Instructor: Sharon Garvey  
 Location: West Des Moines  
 Course #: EDUC 568

**School Law and Mandates**

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

– **3 credits**

Tuition: \$825, plus materials  
 Dates: April 6-7, 13-14 and May 4-5  
 Register by: March 23, 2012  
 Instructor: Jonathan Sheldahl  
 Location: West Des Moines  
 Course #: EDUC 782

**Assessment and Treatment of Reading Difficulties (K-8)**

**R** Principles of corrective reading instruction, diagnostic instruments and procedures, effective strategies, and materials for correcting reading difficulties in grades K-8 from individual to group and from formal to informal to alternative are covered. Proficiency in prescribing and communicating corrective instructional reading and writing plans and activities to support children's reading and writing development will be studied. – **3 credits**

**\*EDUC 789-Practicum in Reading Disabilities (1 credit) must be taken at the same time as Assessment & Treatment class.**

Tuition: \$825, plus materials  
 Dates: April 13-14, 20-21 and 27-28  
 Register by: March 30, 2012  
 Instructor: Jan Keese  
 Location: West Des Moines  
 Course #: EDUC 519

**Practicum in Reading Disabilities**

**R** Students will have experiences working with disabled readers. Students will conduct appropriate assessments, prescribe, and carry out remedial education programs in reading. Offered in conjunction with *Assessment & Treatment of Reading Difficulties*.

– **1 credit**

Tuition: \$275, plus materials  
 Dates: Arranged by instructor  
 Instructor: Jan Keese  
 Course #: EDUC 789

**Teacher as a Person and a Professional**

This course is designed to afford teachers the opportunity to gain deeper understandings of professionalism and personal meaning in their life's work. It is intended to develop these two themes in such a way that the person will use his/her own vision and purpose to transcend the push and pull of everyday routines so that higher forms of professional practice will prevail. **Required Text – *Ishmael: An Adventure of the Mind and Spirit***. ISBN#: 0-553-37540-7. (This course is a required course for the Viterbo University Master's Degree.)

– **3 credits (core course)**

Tuition: \$930, plus materials  
 Dates: April 13-14, 20-21 and 27-28  
 Register by: March 30, 2012  
 Instructor: Georgianne Peterson  
 Location: West Des Moines  
 Course #: EDUC 715

**Digital Literacy in the Classroom (This is a blended Blackboard class.)**

An introduction to digital and social media concepts featuring new media tools and techniques, survey of digital and social media applications, and issues relating to the use of digital media and media literacies in the classroom. Classroom application of Blogs, Wikis, Podcasts, Storyboarding, RSS, and other web-based tools will be covered. Students conceptualize a media-based project using text, graphics, audio, video, animation, and interactivity and follow a development process to project delivery. – **3 credits**

Tuition: \$825, plus materials  
 Dates: April 20-21 (meet face-to-face at Viterbo University Iowa Center, 4949 Westown Parkway, Suite 195, West Des Moines)  
 Fri: 5-10pm; Sat: 8am-5pm  
 April 22-May 17 (work online)  
 May 18 (meet face-to-face at Viterbo University Iowa Center)  
 Fri: 5-10pm  
 Register by: April 6, 2012  
 Instructor: Angela Malers  
 Location: West Des Moines  
 Course #: EDUC 782

Continued on next page.





### World History

**MS** Students will study broad patterns of change in world history. This study focuses on global trends happening simultaneously in different parts of the world. The study will focus on large-scale forces of social, cultural, and economic change. Students will be asked to explore historical issues and problems over determined periods of time and identify global trends. – **2-3 credit variable**

Tuition: \$550/\$825 (depending on credits), plus materials  
 Dates: April 20-21, 27-28 and May 18-19  
 Register by: April 6, 2012  
 Instructor: Mary Hanson  
 Location: West Des Moines  
 Course #: EDUC 782

### Content Reading and Study Strategies (K-12)

**R** This course focuses on the development of effective reading strategies and skills in content areas for K-12 students. Text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative are studied. A variety of research-based strategies and practices for effective instruction in reading and writing are reviewed and studied. Specific focus will be on designing and delivering effective instruction across the curriculum and for selecting materials appropriate for learners at various stages of reading and writing development including varied cultural and linguistic backgrounds.

– **3 credits**

Tuition: \$825, plus materials  
 Dates: April 20-21, 27-28 and May 4-5  
 Register by: April 6, 2012  
 Instructor: Kathryn Haun  
 Location: West Des Moines  
 Course #: EDUC 650

### Parent Involvement and Family-Teacher Partnerships

Family-school-community partnership is essential to the success of children in schools. Research confirms the value of parent-teacher collaboration. This course is designed to present the theory and skills to improve communication with parents, to hold more effective conferences, and to implement strategies that build collaborative partnerships between parents and teachers. Course literature and activities will address the changing family, barriers to parent involvement, research in family literacy, collaborative program models, and strategies to involve parents. – **1 credit**

Tuition: \$275, plus materials  
 Dates: April 27-28  
 Register by: April 13, 2012  
 Instructor: Cindy Yakel  
 Location: West Des Moines  
 Course #: EDUC 782

### Literature Across Cultures

**MS** This course is designed to help the middle level educator expand his/her cultural horizons and be able to discuss the cultural themes of literature with their students. The course will cover the characteristics of many diverse cultures including African, African American, Asian, Bosnian, Latino, Native American, and Middle Eastern. Books that are appropriate for middle schoolers embracing these cultures will also be covered. Guest speakers, dvds and field trips will enhance this course. – **3 credits**

Tuition: \$825, plus materials  
 Dates: May 4-5, 18-19, and June 1-2  
 Register by: November 4, 2011  
 Instructor: Ruth Ann Gaines  
 Location: West Des Moines  
 Course #: EDUC 782

### Emergent Literacy (PK-3)

**ECE R** The focus for this course is the literacy development of the PK through grade 3 child. The course covers the developmental process of literacy acquisition and the use of appropriate methods, models and strategies for encouraging literacy growth. Early literacy concepts of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension cultural and linguistic diversity, and language differences and delays are examined. The role of parents, community, and assessment tools will be explored. – **3 credits**

Tuition: \$825, plus materials  
 Dates: May 11-12, 18-19 and 25-26  
 Register by: April 27, 2012  
 Instructor: Lori Vicker  
 Location: West Des Moines  
 Course #: EDUC 681

### Mathematics for Struggling Learners

In this course, participants will learn current research based strategies to help K-12 students who are struggling in mathematics. Participants will learn why students struggle, what assessments will provide the best information to make sound instructional decisions, and how to implement research based strategies that will help struggling students be more successful in mathematics. – **2 credits**

Tuition: \$550, plus materials  
 Dates: June 1-2 and 15-16  
 Register by: May 18, 2012  
 Instructor: Cynthia Knight  
 Location: West Des Moines  
 Course #: EDUC 782

**Fundamentals of Speech for the Middle Level Educator**

**MS** This course is designed to enhance the communication and public speaking skills of the Middle Level Teacher, while involving him/her in a variety of speaking/communication activities that can be used across the curriculum to help middle level students build confidence and experience in speaking in front of an audience.

– 2 credits

Tuition: \$550, plus materials  
 Dates: June 8-9 and 22-23  
 Register by: May 25, 2012  
 Instructor: Ruth Ann Gaines  
 Location: West Des Moines  
 Course #: EDUC 782

**Improving Oral Communication (K-12)**

**R** This course focuses on the knowledge of oral language development and the knowledge of the unique needs and backgrounds of students with language differences and delays. Effective research-based strategies and instructional technology for facilitating the learning of Standard English by all learners, including English Language Learners, will be covered. – 2 credits

Tuition: \$550, plus materials  
 Dates: June 8, 11, and 12  
 Register by: May 25, 2012  
 Instructor: Sharon Garvey  
 Location: West Des Moines  
 Course #: EDUC 568

**Educational Research I**

This course provides an overview of educational research theory and practice. Teachers will design an approved research project on an approved educational topic. – 3 credits (core course)

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

Tuition: \$930, plus materials  
 Dates: June 8-9, 15-16 and 19  
 Register by: May 25, 2012  
 Instructor: Diane Kehm  
 Location: West Des Moines  
 Course #: EDUC 601

**School Law and Mandates**

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

– 3 credits

Tuition: \$825, plus materials  
 Dates: June 9, 12, 16, 19 and 23  
 Register by: May 25, 2012  
 Instructor: Drew Bracken  
 Location: West Des Moines  
 Course #: EDUC 782

**Metacognition: Extending the Invitation**

Metacognition is an important component of learning. In the classroom, metacognition is two-fold in that teachers need to be metacognitive about their instructional practices and also need to invite students to think metacognitively. Participants will identify various aspects of metacognition. They will investigate how metacognition is embedded in the characteristics of effective instruction and create opportunities for themselves and students to think about thinking. – 1 credit

Tuition: \$275, plus materials  
 Dates: June 11-12  
 Register by: May 28, 2012  
 Instructor: Mary Tighe  
 Location: West Des Moines  
 Course #: EDUC 782

**Models for Teaching Middle School Students (Magic in the Middle)**

**MS** Participants will learn about creating a learning environment that meets the special developmental needs of middle-level students. We will focus on the essential elements for the middle school including teacher advisory, interdisciplinary teaming, and authentic assessment. Basic adult values are established between 10 and 14 years of age, so this course will target recent research and practical applications that promote an atmosphere that celebrates middle-level children's uniqueness and addresses their needs in a way that allows them to experience success. Useful strategies that can readily be implemented by upper-elementary teachers and high school teachers as well as middle-level educators will be included. – 3 credits

Tuition: \$825, plus materials  
 Dates: June 11-15  
 Register by: May 28, 2012  
 Instructors: Nancy Dowdle and Pat Hogan  
 Location: St. Augustin School  
 4320 Grand Avenue  
 Des Moines  
 Course #: EDUC 628

**Children's Literature (K-8)**

**R** This course explores quality K-8 children's literature for modeling the reading and writing of varied genres, including fiction and nonfiction, technology-and media-based information, and non-print materials. Various children's literature books will be used to provide motivation through the use of texts and multiple levels, broad interests, reflecting varied cultures, linguistic backgrounds, and perspectives. This course also includes helping children acquire an appreciation of literature and develop lifelong reading habits.

– 3 credits

Tuition: \$825, plus materials  
 Dates: June 13-15 and 18-19  
 Register by: June 6, 2012  
 Instructor: Lori Vicker  
 Location: West Des Moines  
 Course #: EDUC 550

Continued on next page.



Early Childhood Education Course



Middle School Course



Reading Course



Talented and Gifted



COMING SOON





### Understanding the Young Adolescent

**MS** This course will develop a foundation of understanding for the developmental characteristics of the adolescent and the implications for education at the middle level. The course will examine the physical, social, emotional, and cognitive development of adolescent and relate the understanding to adolescents to exemplary middle school programs. – **3 credits**

Tuition: \$825, plus materials  
 Dates: June 13-15 and 19-20  
 Register by: May 30, 2012  
 Instructor: Lois Irwin  
 Location: West Des Moines  
 Course #: EDUC 776

### The Iowa Evaluator Approval Training Program Level I

Iowa Evaluator Approval Training Program provides aspiring administrators with knowledge, skills, and demonstrated performances in the evaluation of teachers based on the Iowa Teaching Standards. Successful completion of this course completes the requirements for the evaluator approval certification, required for principals by the Iowa Department of Education. – **4 credits**

Tuition: \$1,240, plus materials  
 Dates: June 14-15, 20-21, 27-29  
 Register by: May 31, 2012  
 Instructor: Jason Ellingson  
 Location: West Des Moines  
 Course #: EDUC 782

### Grammar Usage and Punctuation

**MS** This course provides knowledge of grammatical aspects of the English Language (parts of speech, clauses, verb-subject agreement, etc.) as they relate to the development of effective and written communication skills. It will also include the study of effective sentences, grammatically correct sentences, word choice, and major problems in punctuation and mechanics. – **1 credit**

Tuition: \$275, plus materials  
 Dates: June 15-16 (Friday 5-10pm; Saturday 8am-5pm)  
 Register by: June 1, 2012  
 Instructor: Blythe Stanfel  
 Location: West Des Moines  
 Course #: EDUC 782

### Philosophical Perspectives

This course includes an examination of philosophical positions and beliefs as they affect the teacher, student, and learning. The intellectual challenge, the ethical and moral issues, the system of values, and the understanding and sharing involved in life and teaching are explored. *(This course is a required course for the Viterbo University Master's Degree.)* – **3 credits (core course)**

Tuition: \$930, plus materials  
 Dates: June 20-22 and 25-26  
 Register by: June 6, 2012  
 Instructor: Earl Bridgewater  
 Location: West Des Moines  
 Course #: EDUC 600

### Teaching the Art of Writing (K-12)

**R** The course is designed to provide teachers the opportunity to gain a deeper understanding of the art of teaching writing. Current research and theory will provide a foundation of knowledge to effectively teach writing as a communication tool. Content will include the following: reading-writing-speaking connections; the stages of spelling development; the writing process; qualities of effective writing; writing conferences; and an exploration of different types of writing. As participants take on the role of a writer, connections will be made regarding how to link theory and practice to effective classroom applications. – **3 credits**

Tuition: \$825, plus materials  
 Dates: June 20-22 and 25-26  
 Register by: May 30, 2012  
 Instructor: Kathy Poetting & Teresa Cardamon  
 Location: West Des Moines  
 Course #: EDUC 542

### Supervision and Staff Development

**R** This course examines the effective strategies of supervision and staff development that relate to reading programs in schools. This course is required for the Reading Specialist endorsement. – **3 credits**

Tuition: \$825, plus materials  
 Dates: June 20-22 and 25-26  
 Register by: June 6, 2012  
 Instructor: Jan Keese  
 Location: West Des Moines  
 Course #: EDUC 801

### Creative Strategies: Book Making, Digital Storytelling and Cross-Curricular Connections (This is a blended Blackboard class)

This course focuses on three creative strategies designed to inspire students and teachers. Participants will explore bookmaking, digital storytelling and cross-curricular connections through a variety of hands-on activities designed to promote fresh ideas for any curriculum. Bookmaking is an exciting way to enhance, organize, collect and present learning. Technology to give lessons a new perspective and cross-curricular techniques combine two or more subjects in order to engage multiple learning styles. – **3 credits**  
*Please note: This is a blended course. Learning will take place both on-site and online.*

Tuition: \$825, plus materials  
 Dates: June 23-July 21 online with face-to-face classes on:  
 Saturday, June 23 (8am-1pm)  
 Saturday, July 7 (8am-1 pm)  
 Saturday, July 21 (8am-1pm)  
 Register by: June 8, 2012  
 Instructor: Heather Crockett  
 Location: West Des Moines  
 Course #: EDUC 782

### World Geography

**MS** The six essential elements of geography, spatial terms, places and regions, physical systems, human systems, environment and society, and uses of geography will be studied. The course will show the importance of each element and its interrelationship in the world. The student will see the meaning, relationships, uses and application of the six elements. – **2 credits**

Tuition: \$550, plus materials  
 Dates: June 25-28  
 Register by: June 11, 2012  
 Instructor: Mary Hanson  
 Location: West Des Moines  
 Course #: EDUC 782

### Building Positive Classroom Relationships

Research shows that the most successful teachers are highly skilled in building positive relationships with their students. This course will give participants "hands-on" experiences with techniques and interventions to help them develop very positive relationships with their students, regardless of the students' age, gender, gender identity, socio-economic status, cultural background, sexual orientation and/or ability grouping. – **3 credits**

Tuition: \$825, plus materials  
 Dates: July 2-3 and 9-11  
 Register by: June 25, 2012  
 Instructor: Ruth Ann Gaines  
 Location: West Des Moines  
 Course #: EDUC 782

### Philosophical Perspectives

This course includes an examination of philosophical positions and beliefs as they affect the teacher, student, and learning. The intellectual challenge, the ethical and moral issues, the system of values, and the understanding and sharing involved in life and teaching are explored. *(This course is a required course for the Viterbo University Master's Degree.)* – **3 credits (core course)**

Tuition: \$930, plus materials  
 Dates: July 6-7, 20-21 and 27-28  
 Register by: June 22, 2012  
 Instructor: Brad Buck  
 Location: West Des Moines  
 Course #: EDUC 600

### Tech Savvy Teachers

What does it take to be a 21st Century, tech savvy teacher? Find out where you stand as a tech savvy teacher in the continuum of educational practice. Learn how you can further develop your understanding, teaching strategies, and skills. Use the power of the Web professionally and also to inspire your students to learn. Learn about the many opportunities to develop your digital literacy through the Internet, while at the same time, build a personal plan of action for your personal professional growth. Basic technology skills are required. – **1 credit**

Tuition: \$275, plus materials  
 Dates: July 10-11  
 Register by: June 26, 2012  
 Instructor: Lynee Casper  
 Location: West Des Moines  
 Course #: EDUC 782

### Health Dimensions: Live, Laugh, Love, Learn

This class offers the latest information on how to live life to the fullest potential. Health Dimensions studies the four key assets to healthy living. The first section is about building personal skills that lead to happiness and resiliency. The second part of the class is examining the new research on the brain and teaching for retention. The third part of the class is on incorporating healing humor instead of harmful humor into your own life. The last section is about human relations and our ability to experience unconditional love. – **1 credit**

Tuition: \$275, plus materials  
 Dates: July 11-12  
 Register by: June 27, 2012  
 Instructor: Roger Puza  
 Location: West Des Moines  
 Course #: EDUC 782

### US History Since 1865

**MS** This course is designed to explore our nations' history since 1865. The period after the American Civil War shows our incredible development of the American West, industrial growth unrivaled in history, political upheaval, imperialism, progressivism and our road through two world wars and our fight against the Great Depression. It is a fascinating time of great pride as we developed the greatest country in history; but perhaps the time of our greatest shame as human liberties are the casualty of this amazing growth.

– **3 credits**

Tuition: \$825, plus materials  
 Dates: July 11-13 and 16-17  
 Register by: June 27, 2012  
 Instructor: Steve Hanson  
 Location: West Des Moines  
 Course #: EDUC 782

### Algebra Concepts for the Middle School

**MS** This course is designed for teachers seeking the middle school endorsement. It is intended for non-math teachers. Participants in this course will experience a review of basic math concepts, but the primary focus will be on algebra in the middle school. – **2-3 credit variable**

Tuition: \$550 or \$825 (depending on # of credits), plus materials  
 Dates: July 18-20 and 23-24  
 Register by: July 5, 2012  
 Instructor: Sharon McKimpson  
 Location: West Des Moines  
 Course #: EDUC 782

Continued on next page.



Early Childhood Education Course



Middle School Course



Reading Course



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### Emergent Literacy (PK-3)

**ECE R** The focus for this course is the literacy development of the PK through grade 3 child. The course covers the developmental process of literacy acquisition and the use of appropriate methods, models and strategies for encouraging literacy growth. Early literacy concepts of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension cultural and linguistic diversity, and language differences and delays are examined. The role of parents, community, and assessment tools will be explored. – **3 credits**

Tuition: \$825, plus materials  
 Dates: July 18-20 and 23-24  
 Register by: July 5, 2012  
 Instructor: Lori Vicker  
 Location: West Des Moines  
 Course #: EDUC 681

### Managing the Diverse Classroom

Teaching is becoming more challenging as educators strive to meet the needs of the growing diverse populations in their classrooms. This course will provide participants with opportunities to explore the best teaching practices that will increase the cooperation, participation and success of students from a variety of cultural backgrounds including: African, African American, Asian, Bosnian, Latino and Native American. Attention will also be given to techniques to effectively manage special education students, limited English speaking students and male and female students. Ruby Payne's philosophy on poverty will also be a focal point. Community resources will be utilized during this course. – **3 credits**

Tuition: \$825, plus materials  
 Dates: July 18-20 and 23-24  
 Register by: July 9, 2012  
 Instructor: Ruth Ann Gaines  
 Location: West Des Moines  
 Course #: EDUC 782

### 6 + 1 Traits of Writing

This course is designed for teachers who desire to have an assessment and instruction tool to improve student writing, from kindergarten through twelfth grade, which can integrate all content area courses as well as reinforce the reading process. – **1 credit**

Tuition: \$275, plus materials  
 Dates: July 19-20  
 Register by: June 25, 2012  
 Instructor: Mary Tighe  
 Location: West Des Moines  
 Course #: EDUC 782

### Educational Research I

This course provides an overview of educational research theory and practice. Teachers will design an approved research project on an approved educational topic. – **3 credits (core course)**

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

Tuition: \$930, plus materials  
 Dates: July 19-20, 26-27 and 31  
 Register by: July 5, 2012  
 Instructor: Wendy Prigge  
 Location: West Des Moines  
 Course #: EDUC 601

### Government

**MS** Students will acquire a body of knowledge to be competent citizens based on the fundamental values and principles of American constitutional democracy. This knowledge will allow the participant to participate in the political process and contribute to the functioning of a healthy political system. – **3 credits**

Tuition: \$825, plus materials  
 Dates: July 23-27  
 Register by: July 9, 2012  
 Instructor: TBA  
 Location: West Des Moines  
 Course #: EDUC 782

### Middle School Math Concepts

**MS** Candidates will participate in mathematical activities requiring them to examine their own understanding of basic mathematical computations, concepts and symbols. Different mathematical topics will be addressed along with different ways to approach these topics. Real world problems are connected to these mathematical topics and participants will have an opportunity to use these concrete materials as well as small group discussions to examine their own mathematical reasoning. – **3 credits**

Tuition: \$825, plus materials  
 Dates: July 25-27 and 30-31  
 Register by: July 11, 2012  
 Instructor: Ken Beane  
 Location: West Des Moines  
 Course #: EDUC 782

**Teacher as a Person and a Professional**

This course is designed to afford teachers the opportunity to gain deeper understandings of professionalism and personal meaning in their life's work. It is intended to develop these two themes in such a way that the person will use his/her own vision and purpose to transcend the push and pull of everyday routines so that higher forms of professional practice will prevail. **Required Text** – *Ishmael: An Adventure of the Mind and Spirit*. ISBN#: 0-553-37540-7. (This course is a required course for the Viterbo University Master's Degree.)

**– 3 credits (core course)**

Tuition: \$930, plus materials  
 Dates: July 30-August 3  
 Register by: July 16, 2012  
 Instructor: Georgianne Peterson  
 Location: West Des Moines  
 Course #: EDUC 715

**Multicultural Approach to Teaching**

This course is designed to give teachers the opportunity to explore other cultures in order to gain a deeper understanding of diversity of students within our classrooms. This course will examine multicultural literature, parental involvement, lesson planning, and hands-on experience. Course literature and activities will address several cultural groups. This course is also designed to break down cultural barriers that may exist between teachers, students and parents.

**– 3 credits**

Tuition: \$825, plus materials  
 Dates: July 30-August 3  
 Register by: July 16, 2012  
 Instructor: Annette Duncan  
 Location: West Des Moines  
 Course #: EDUC 537

**Field Experience in ECE Birth through 24 months**

**ECE** Students will intern in a field experience at Birth through 24 months integrating prior early childhood coursework through the preparation of interdisciplinary units designed and delivered in a Birth through 24 months environment. – **1 credit**

Tuition: \$275 per credit  
 Dates: Arranged by instructor  
 Instructor: TBA  
 Course #: EDUC 855

**Field Experience in ECE with 3-4 year old children**

**ECE** Students will intern in a field experience with children 3-4 years of age integrating prior early childhood coursework through the preparation of interdisciplinary units designed and delivered within an environment of children 3-4 years of age.

**– 1 credit**

Tuition: \$275 per credit  
 Dates: Arranged by instructor  
 Instructor: TBA  
 Course #: EDUC 856

**Field Experience in ECE with Kindergarten**

**ECE** Students will intern in a field experience with Kindergarten children integrating prior early childhood coursework through the preparation of interdisciplinary units designed and delivered in a Kindergarten environment. – **1 credit**

Tuition: \$275 per credit  
 Dates: Arranged by instructor  
 Instructor: TBA  
 Course #: EDUC 857

**Field Experience in ECE Grades 1-3**

**ECE** Students will intern in a field experience in grade one, two, or three integrating prior early childhood coursework through the preparation of interdisciplinary units designed and delivered within an environment of children in grades 1-3. – **1 credit**

Tuition: \$275 per credit  
 Dates: Arranged by instructor  
 Instructor: TBA  
 Course #: EDUC 858

**Middle School Field Experience**

**MS** Supervised Middle School clinical experiences with emphasis on the infusion of the experience with the growth and development of the middle school age child, middle school design, curriculum, instruction, and assessment and literacy strategies for students in grades 5-8. – **2 credits**

Tuition: \$550, plus materials  
 Dates: Arranged by instructor  
 Instructor: TBA  
 Location: West Des Moines  
 Course #: EDUC 782

**Dyersville**

Beckman High School, 1325 9th St. SE, Dyersville

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

**Philosophical Perspectives**

This course includes an examination of philosophical positions and beliefs as they affect the teacher, student, and learning. The intellectual challenge, the ethical and moral issues, the system of values, and the understanding and sharing involved in life and teaching are explored. (This course is a required course for the Viterbo University Master's Degree.) – **3 credits (core course)**

Tuition: \$930, plus materials  
 Dates: July 23-27  
 Register by: July 9, 2012  
 Instructor: Earl Bridgewater  
 Location: Beckman High School, Dyersville  
 Course #: EDUC 600

Continued on next page.



Early Childhood Education Course



Middle School Course



Reading Course



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## Fort Dodge

Fair Oaks Middle School, 416 So. 10th St., Ft. Dodge

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Building Positive Classroom Relationships

Research shows that the most successful teachers are highly skilled in building positive relationships with their students. This course will give participants "hands-on" experiences with techniques and interventions to help them develop very positive relationships with their students, regardless of the students' age, gender, gender identity, socio-economic status, cultural background, sexual orientation and/or ability grouping. – **3 credits**

Tuition: \$825, plus materials  
 Dates: June 25-29  
 Register by: June 11, 2012  
 Instructor: Cindy Yakel  
 Location: Fair Oaks Middle School  
 Course #: EDUC 782

## Huxley

Ballard High School, 701 Ballard Dr., Huxley

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Balanced Literacy in the Reading Program (K-12)

**R** This course focuses on the theory and techniques for developing and implementing a K-8 balanced literacy program. Research and best practices using constructivism, phonology, and brain function are studied. Design and implementation of reading and writing connections and assessment strategies are explored in detail. Effective instruction in language acquisition, reading and writing skills, and linguistic diversity are studied. – **3 credits**

Tuition: \$825, plus materials  
 Dates: June 11-15  
 Register by: May 28, 2012  
 Instructor: Angela Wessel  
 Location: Ballard High School  
 Course #: EDUC 640

## Marshalltown

Lenihan School, 212 W. Ingledue, Marshalltown

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Educational Research I

This course provides an overview of educational research theory and practice. Teachers will design an approved research project on an approved educational topic. – **3 credits (core course)**

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

Tuition: \$930, plus materials  
 Dates: June 27-29 and July 16-17  
 Register by: June 13, 2012  
 Instructor: Lois Irwin  
 Location: Lenihan School, 212 W. Ingledue  
 Course #: EDUC 601

## Newton

Newton Community School District, 807 S. 6th Ave. West, Newton

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Philosophical Perspectives

This course includes an examination of philosophical positions and beliefs as they affect the teacher, student, and learning. The intellectual challenge, the ethical and moral issues, the system of values, and the understanding and sharing involved in life and teaching are explored. *(This course is a required course for the Viterbo University Master's Degree.)* – **3 credits (core course)**

Tuition: \$930, plus materials  
 Dates: July 11-13 and 16-17  
 Register by: June 27, 2012  
 Instructor: Earl Bridgewater  
 Location: TBA  
 Course #: EDUC 600

## Oskaloosa

High School, 1816 N. 3rd, Oskaloosa

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Supervision and Staff Development

**R** This course examines the effective strategies of supervision and staff development that relate to reading programs in schools. This course is required for the Reading Specialist endorsement. – **3 credits**

Tuition: \$825, plus materials  
 Dates: April 27-28, May 18-19 and June 1-2  
 Register by: April 13, 2012  
 Instructor: Ramona Parrish  
 Location: Oskaloosa High School  
 Course #: EDUC 801

## Ottumwa

Great Prairie AEA, 2814 N. Court St., Ottumwa

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Philosophical Perspectives

This course includes an examination of philosophical positions and beliefs as they affect the teacher, student, and learning. The intellectual challenge, the ethical and moral issues, the system of values, and the understanding and sharing involved in life and teaching are explored. *(This course is a required course for the Viterbo University Master's Degree.)* – **3 credits (core course)**

Tuition: \$930, plus materials  
 Dates: March 2-3, 23-24, and April 13-14  
 Register by: February 17, 2012  
 Instructor: Ramona Parrish  
 Location: Great Prairie AEA, Ottumwa  
 Course #: EDUC 600

### Balanced Literacy in the Reading Program (K-12)

**R** This course focuses on the theory and techniques for developing and implementing a K-8 balanced literacy program. Research and best practices using constructivism, phonology, and brain function are studied. Design and implementation of reading and writing connections and assessment strategies are explored in detail. Effective instruction in language acquisition, reading and writing skills, and linguistic diversity are studied. – **3 credits**

Tuition: \$825, plus materials  
 Dates: June 27-29 and July 2-3  
 Register by: June 13, 2012  
 Instructor: Kathryn Haun  
 Location: Great Prairie AEA, Ottumwa  
 Course #: EDUC 640

### Content Reading and Study Strategies (K-12)

**R** This course focuses on the development of effective reading strategies and skills in content areas for K-12 students. Text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative are studied. A variety of research-based strategies and practices for effective instruction in reading and writing are reviewed and studied. Specific focus will be on designing and delivering effective instruction across the curriculum and for selecting materials appropriate for learners at various stages of reading and writing development including varied cultural and linguistic backgrounds. – **3 credits**

Tuition: \$825, plus materials  
 Dates: July 9-11 and 12-13  
 Register by: June 25, 2012  
 Instructor: Fran McVeigh  
 Location: Great Prairie AEA, Ottumwa  
 Course #: EDUC 650

Continued on next page.



Early Childhood Education Course



Middle School Course



Reading Course



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35





## Ottumwa (Continued)

Great Prairie AEA, 2814 N. Court St., Ottumwa

### Children's Literature (K-8)

**R** This course explores quality K-8 children's literature for modeling the reading and writing of varied genres, including fiction and nonfiction, technology-and media-based information, and non-print materials. Various children's literature books will be used to provide motivation through the use of texts and multiple levels, broad interests, reflecting varied cultures, linguistic backgrounds, and perspectives. This course also includes helping children acquire an appreciation of literature and develop lifelong reading habits.

– 3 credits

Tuition:	\$825, plus materials
Dates:	July 25-27 and 30-31
Register by:	July 11, 2012
Instructor:	Elizabeth Laughlin
Location:	Great Prairie AEA, Ottumwa
Course #:	EDUC 550

## Postville

John R. Mott High School, 314 W. Post, Postville

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Building ELL Reading Ability: Weaving Listening, Speaking, Reading and Writing

The focus of this course is the development of strategic reading skills for English Language Learners (ELLs) grades K-12. Emphasis will be placed on research-based best practices. In-depth strategy study and opportunities to practice weaving a tight net of student support integrating listening, speaking, reading, and writing strategies will be provided. – 3 credits

Tuition:	\$825, plus materials
Dates:	May 11-12, 18-19 and June 2
Register by:	April 27, 2012
Instructor:	Kathryn Haun
Location:	Postville High School
Course #:	EDUC 782

## Washington

Washington CSD Admin. Bldg., 404 West Main, Washington

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Building ELL Reading Ability: Weaving Listening, Speaking, Reading and Writing

The focus of this course is the development of strategic reading skills for English Language Learners (ELLs) grades K-12. Emphasis will be placed on research-based best practices. In-depth strategy study and opportunities to practice weaving a tight net of student support integrating listening, speaking, reading, and writing strategies will be provided. – 3 credits

Tuition:	\$825, plus materials
Dates:	March 2-3, 9-10 and 23-24
Register by:	February 17, 2012
Instructor:	Kathryn Haun
Location:	Washington Admin. Bldg.
Course #:	EDUC 782

## Waverly

Waverly-Shell Rock Middle School, Room 108, 501 Heritage Way, Waverly,

**Class Times:** Friday-Saturday classes are held from 5pm-10pm on Friday and 8am-5pm on Saturday unless otherwise indicated. Summer classes beginning after June 1 are held from 8am-5pm unless otherwise indicated. Two weeks before the class begins, you will receive a letter confirming the course location, dates, other information, and any changes for the course.

### Balanced Literacy in the Reading Program (K-12)

**R** This course focuses on the theory and techniques for developing and implementing a K-8 balanced literacy program. Research and best practices using constructivism, phonology, and brain function are studied. Design and implementation of reading and writing connections and assessment strategies are explored in detail. Effective instruction in language acquisition, reading and writing skills, and linguistic diversity are studied. – 3 credits

Tuition:	\$825, plus materials
Dates:	Feb. 3-4, 10-11 and 17-18
Register by:	January 20, 2012
Instructor:	Angela Wessel
Location:	Waverly-Shell Rock Middle School, Room 108
Course #:	EDUC 640

# ● Faculty

**Karen Allison** – M.S., Iowa State  
Ed. Leadership

**Tracy Bainter** – M.P.A., Drake  
Iowa Marketing and Recruitment Specialist

**Jessica Balsley** – M.A., Viterbo.  
Electives

**Ken Beane** – M.A., Nova SE  
Middle School

**Drew Bracken** – JD, Drake  
Ed. Leadership

**Earl Bridgewater** – Ph.D., Iowa State  
Philosophical Perspectives

**Brad Buck** – Ph.D., Iowa State  
Ed. Leadership and Philosophical Perspectives

**Teresa Cardamon** – M.A., Viterbo  
Reading

**Lynce Casper** – M.A., UNI  
Technology

**Emmett Cooney** – M.A., Drake  
Ed. Leadership

**Heather Crockett** – M.A., Viterbo  
Electives

**Dee Crozier** – Ed.S., UNI  
Ed. Leadership

**Joe Crozier** – Ed.S., Drake  
Ed. Leadership

**Nancy O'Neill Dowdle** – Ph.D., Loyola Univ. of Chicago  
Middle School

**Annette Duncan** – M.A., Viterbo  
Electives

**Jason Ellingson** – Ed.S., UNI  
Ed. Leadership

**Ruth Ann Gaines** – M.A., Univ. of California  
Middle School and Electives

**Sharon Garvey** – M.A., Drake  
Reading

**Katie Gavin** – M.A., UNI  
Ed. Leadership

**Helene Grossman** – ABD, Iowa State  
Iowa Program Administrator

**Darren Hanna** – M.A., Univ. of Iowa  
Electives

**Mary Hanson** – M.A., Drake  
Middle School

**Steve Hanson** – M.A., Drake  
Middle School

**Kathryn Haun** – M.A., Drake  
Reading and Electives

**Angela Hileman** – Ed.D., UNI  
Electives

**Patricia Hogan** – M.S.E., Drake  
Middle School

**Rhonda Hopewell** – M.A., Viterbo  
Early Childhood

**Susan Hughes** – M.A., Univ. of Cincinnati  
Research

**Mary Humke** – M.A., Drake  
Reading

**Lois Irwin** – Ed.D., Drake  
Ed. Leadership, Research and Middle School

**Jennifer Jacob** – M.A., Viterbo  
Electives

**Jan Keese** – M.A., Northwest Missouri State Univ.  
Reading

**Diane Kehm** – M.A., Drake  
Ed. Leadership and Research

**Anne Kruse** – Ph.D., Iowa State Univ.  
Iowa Program Specialist

**Kate Lamb** – Ed.D., UNI  
Electives

**Libby Laughlin** – M.A., Univ. of Western Illinois  
Reading and Electives

**Michelle Lettington** – M.A., Viterbo  
Ed. Leadership

**Angela Maiers** – M.A., Drake  
Reading and Electives

**Sharon McKimpson** – M.A., UNI  
Middle School

**Fran McVeigh** – Ed.S., Truman State Univ.  
Reading

**Scott Osborn** – M.A., Truman State Univ.  
Ed. Leadership

**Susan Pecinovsky** – Ed.D., UNI  
Ed. Leadership

**Ramona Parrish** – M.A., Viterbo  
Philosophical Perspectives, Reading and Electives

**Brent Peterson** – M.A., Viterbo  
Electives

**Georgianne Peterson** – Ed.D., Drake  
Teacher as a Person and a Professional

**Robert Peterson** – M.S.E., Drake  
Teacher as a Person and a Professional

**Kathy Poetting** – M.S., Iowa State  
Reading

**Wendy Prigge** – Ph.D., Univ. of Iowa  
Research

**Roger Puza** – M.A., Univ. of Wisconsin, LaCrosse  
Electives

**Michelle Richardson** – M.A., Viterbo  
Middle School

**Jon Sheldahl** – Ed.D., Northern Arizona Univ.  
Ed. Leadership

**Pat Slevers** – M.A., ISU  
Ed. Leadership

**Deb Snider** – M.A., Drake  
Ed. Leadership

**Kari Staack** – M.A., Viterbo  
Electives

**Blythe Stanfel** – M.A., Drake  
Middle School

**Gene Stephany** – Ed.D., Drake  
Ed. Leadership

**Mary Jane Stites** – Ed.S., Drake  
Ed. Leadership

**Jennifer Thoma** – M.A., Viterbo  
Electives

**Mary Tighe** – M.A., Viterbo  
Electives

**Lori Vicker** – M.A., Drake  
Reading

**Angela Wessel** – M.A., Viterbo  
Reading and Electives

**Kate Wonders** – M.A., Viterbo  
Early Childhood

**Denise Wood** – M.A., Viterbo  
Reading

**Cindy Yakel** – M.A., Viterbo  
Electives





### Part One • Student Information

(Complete ALL PARTS of this form. Please PRINT.)

**SOCIAL SECURITY NUMBER** (required) \_\_\_\_\_ (secured—not used for ID purposes)

**LEGAL NAME** First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_

Maiden \_\_\_\_\_ Other \_\_\_\_\_

**MAILING ADDRESS** Street/RR/PO Box \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone (\_\_\_\_\_) \_\_\_\_\_ Work (\_\_\_\_\_) \_\_\_\_\_ Cell (\_\_\_\_\_) \_\_\_\_\_

Email Address (Permanent) \_\_\_\_\_

Email Address (School) \_\_\_\_\_

**PERMANENT ADDRESS** (if different from above address) Street/RR/PO Box \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**DATE OF BIRTH** \_\_\_\_/\_\_\_\_/\_\_\_\_ **GENDER**  Female  Male **MARITAL STATUS**  Single  Married

**CITIZEN STATUS**  U.S. Citizen  Resident Alien  Refugee/granted political asylum

Non-resident Alien Of what country are you a citizen? \_\_\_\_\_

**RACE AND ETHNIC BACKGROUND** (answer both questions)

Are you Hispanic or Latino/Latina?

No, not Hispanic or Latino/Latina  Yes, Hispanic or Latino/Latina

What is your race? (select one or more)

- American Indian or Alaska Native
- Asian (country of family's origin \_\_\_\_\_)
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

**RELIGIOUS PREFERENCE**

- Baptist
- Catholic
- Jewish
- Lutheran
- Methodist
- None
- Other \_\_\_\_\_

**HIGHEST DEGREE HELD** \_\_\_\_\_

Degree Name

Location of College or University

HAVE YOU PREVIOUSLY EARNED CREDITS FROM VITERBO UNIVERSITY (formerly Viterbo College)?  Yes  No

### Part Two • Course Registration Information

**EDUC** Course # \_\_\_\_\_ Section # \_\_\_\_\_ Course Title \_\_\_\_\_ Credits \_\_\_\_\_

**LOCATION** \_\_\_\_\_ **INSTRUCTOR** \_\_\_\_\_

**DATES** Start Date \_\_\_\_/\_\_\_\_/\_\_\_\_ End Date \_\_\_\_/\_\_\_\_/\_\_\_\_

I certify that all information in this course registration is complete and accurate to the best of my knowledge.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Viterbo University is committed to providing equal educational and employment opportunities regardless of sex, race, color, religion, age, national origin, or handicap in compliance with Title VI, Title IX, and Section 504.

**PLEASE ALLOW A MINIMUM OF SIX WEEKS FROM THE COMPLETION OF A COURSE TO THE TIME AT WHICH GRADE REPORTS AND TRANSCRIPTS ARE AVAILABLE. TRANSCRIPT REQUESTS MUST BE MADE, IN WRITING, TO THE OFFICE OF THE REGISTRAR. VETERAN BENEFITS ARE NOT AVAILABLE FOR THIS COURSE.**



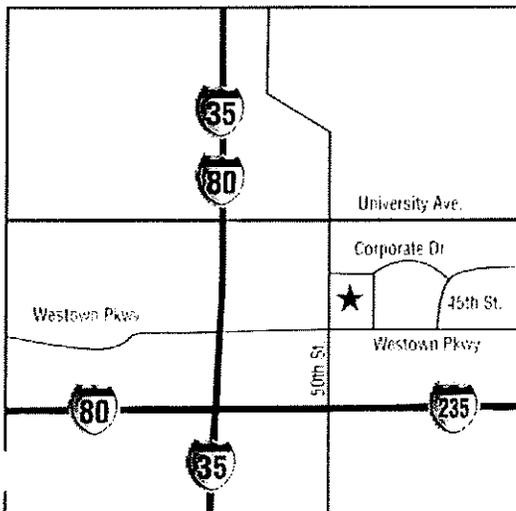


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## Graduate Courses For Professional Educators

Spring/Summer 2012

### Iowa Center Directions

- Take the University Ave. exit off Interstate 35/80 North or South.
- Follow University Ave. east (toward Sheraton Hotel).
- Turn right (south) at 50th St. (Sheraton Hotel corner).
- Follow 50th St. 1 1/2 blocks south to a "strip mall" attached to a 2-story office building on the left (east) side of the road.
- Viterbo's office/classrooms are located in the northern-most suite (just across the drive from The Tavern Pizza, next to Palmer's Deli), facing the main entrance to Lowe's Home Improvement. *Please park on the east side of the building.*

**148 Reading (K-8):** Completion of 24 semester hours in reading to include all of the following requirements:

(1) Foundations of reading. This requirement includes the following competencies: 1. The practitioner demonstrates knowledge of the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction. 2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice. 3. The practitioner demonstrates knowledge of the major components of reading, such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and effectively integrates curricular standards with student interests, motivation, and background knowledge.

(2) Reading in the content areas. This requirement includes the following competencies: 1. The practitioner demonstrates knowledge of text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative. 2. The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.

(3) Practicum. This requirement includes the following competencies: 1. The practitioner works with licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing. 2. The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development.

(4) Language development. This requirement includes the following competency: The practitioner uses knowledge of language development and acquisition of reading skills (birth through sixth grade), and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

(5) Oral communication. This requirement includes the following competencies: 1. The practitioner has knowledge of the unique needs and backgrounds of students with language differences and delays. 2. The practitioner uses effective strategies for facilitating the learning of Standard English by all learners.

(6) Written communication. This requirement includes the following competency: The practitioner uses knowledge of reading-writing-speaking connections; the writing process; the stages of spelling development; the different types of writing, such as narrative, expressive, persuasive, informational and descriptive; and the connections between oral and written language development to effectively teach writing as communication.

(7) Reading assessment, diagnosis and evaluation. This requirement includes the following competencies:

1. The practitioner uses knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating the results of ongoing assessments to all stakeholders. 2. The practitioner demonstrates awareness of policies and procedures related to special programs, including Title I.

(8) Children's nonfiction and fiction. This requirement includes the following competency: The practitioner uses knowledge of children's literature for: 1. Modeling the reading and writing of varied genres, including fiction and nonfiction; technology- and media-based information; and nonprint materials; 2. Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and 3. Matching text complexities to the proficiencies and needs of readers.

(9) Reading instructional strategies. This requirement includes the following competency: The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. <P><P>

**IOWA K-8 Reading Endorsement  
Evaluation and Worksheet**

Name \_\_\_\_\_ Date \_\_\_\_\_

Viterbo ID: \_\_\_\_\_

Viterbo Course Name and Number	Viterbo Credit	Equivalent Course Name & #	Institution & Year	Credit
EDUC 640 – Balanced Literacy K-12	3			
EDUC 519 – Assessment and Treatment of Reading Difficulties K-8	3			
EDUC 789 – Practicum in Reading Difficulties K-8	1			
EDUC 550 – Children’s Literature K-8	3			
EDUC 605 – Inclusion of Students with Special Needs K-12	3			
EDUC 650 – Content Reading K-12	3			
EDUC 681 – Emergent Literacy PK-3	3			
EDUC 542 – Teaching the Art of Writing K-12	3			
EDUC 568 – Improving Oral Communication K-12	2			
<b>TOTAL</b>	<b>24</b>			

Reading 148

Course Number	Corresponding Area in Endorsement Requirements (BOEE)	Course Title	Semester Hours
EDUC 640	1	Balanced Literacy K-12	3
EDUC 640	2	Balanced Literacy K-12	3
EDUC 681	3	Emergent Literacy	3
EDUC 650	4	Content Area Reading	3
EDUC 650	5	Content Area Reading	3
EDUC 789	6	Practicum in Reading Difficulties	1
EDUC 542	7	Teaching the Art of Writing	3
EDUC 640	8	Balanced Literacy	3
EDUC 568	9	Improving Oral Communication	2
EDUC 568	10	Improving Oral Communication	2
EDUC 542	11	Teaching the Art of Writing	3
EDUC 519	12	Assessment and Treatment of Reading Difficulties	3
EDUC 605	13	Inclusion of Students With Special Needs	3
EDUC 550	14	Children's Literature K-8	3
EDUC 550	15	Children's Literature K-8	3
EDUC 550	16	Children's Literature K-8	3
EDUC 605	16	Inclusion of Students With Special Needs	3
EDUC 640	17	Balanced Literacy	3

**149 Reading (5-12):** 5-12 Completion of 24 semester hours in reading to include all of the following requirements:

(1) Foundations of reading. This requirement includes the following competencies: 1. The practitioner demonstrates knowledge of the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction. 2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice. 3. The practitioner demonstrates knowledge of the major components of reading, such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and effectively integrates curricular standards with student interests, motivation, and background knowledge.

(2) Reading in the content areas. This requirement includes the following competencies: 1. The practitioner demonstrates knowledge of text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative. 2. The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.

(3) Practicum. This requirement includes the following competencies: 1. The practitioner works with licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing. 2. The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development.

(4) Language development. This requirement includes the following competency: The practitioner uses knowledge of language development and acquisition of reading skills (birth through sixth grade), and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

(5) Oral communication. This requirement includes the following competency: The practitioner demonstrates knowledge of the unique needs and backgrounds of students with language differences and uses effective strategies for facilitating the learning of Standard English by all learners.

(6) Written communication. This requirement includes the following competency: The practitioner uses knowledge of reading-writing-speaking connections to teach the skills and processes necessary for writing narrative, expressive, persuasive, informational, and descriptive texts, including text structures and mechanics such as grammar, usage, and spelling.

(7) Reading assessment, diagnosis and evaluation. This requirement includes the following competencies: 1. The practitioner uses knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating the results of ongoing assessments to all stakeholders. 2. The practitioner demonstrates awareness of policies and procedures related to special programs.

(8) Adolescent or young adult nonfiction and fiction. This requirement includes the following competency: The practitioner uses knowledge of adolescent or young adult literature for: 1. Modeling the reading and writing of varied genres, including fiction and nonfiction; technology- and media-based information; and nonprint materials; 2. Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and 3. Matching text complexities to the proficiencies and needs of readers.

(9) Reading instructional strategies. This requirement includes the following competency: The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds.

**Iowa 5-12 Reading Endorsement #149  
Evaluation and Waiver Form**

Name \_\_\_\_\_ Date \_\_\_\_\_

Viterbo ID \_\_\_\_\_

Viterbo Course Name and Number	Viterbo Credit	Equivalent Course Name & #	Institution & Year	Credit	Director Approval
EDUC 640 – Balanced Literacy K-12	3				
EDUC 520 – Assessment and Treatment of Reading Difficulties 5-12	3				
EDUC 789 – Practicum in Reading Difficulties 5-12	1				
EDUC 551 – Adolescent Literature 5-12	3				
EDUC 605 – Inclusion of Students with Special Needs K-12	3				
EDUC 650 – Content Reading K-12	3				
EDUC 542 – Teaching the Art of Writing K-12 OR Teaching Secondary Writing	3 OR 3				
EDUC 568 – Improving Oral Communication K-12	2				
EDUC-518 - Foundations of Reading	3				
<b>Total Credits</b>	<b>24</b>				

The courses listed on this evaluation sheet reflect courses required for the 5-12 Reading Endorsement #149.

*Please note: Course substitutions award credit while waivers do not.*

Reading 149

Course Number	Corresponding Area in Endorsements (BOEE)	Course Title	Semester Hours
EDUC 640	1	Balanced Literacy	3
EDUC 640	2	Balanced Literacy	3
EDUC 518	3	Foundations of Reading	3
EDUC 650	4	Content Area Reading	3
EDUC 650	5	Content Area Reading	3
EDUC 789	6	Practicum in Reading Difficulties	1
EDUC 789	7	Practicum in Reading Difficulties	1
EDUC 542	7	Teaching the Art of Writing	3
EDUC 640	8	Balanced Literacy	3
EDUC 568	9	Improving Oral Communication	2
EDUC 542	10	Teaching the Art of Writing	3
EDUC 520	11	Assessment and Treatment of Reading Difficulties	3
EDUC 605	12	Inclusion of Students With Special Needs	3
EDUC 551	13	Adolescent Literature	3
EDUC 551	14	Adolescent Literature	3
EDUC 650	15	Content Area Reading	3
EDUC 640	16	Balanced Literacy	3

**176 Reading specialist K-12 a. Authorization.** The holder of this endorsement is authorized to serve as a reading specialist in kindergarten and grades one through twelve.

Program requirements: (1) Degree -- master's. (2) Content. Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

This sequence is to be at least 27 semester hours to include the following:

1. Educational psychology/human growth and development.
2. Educational measurement and evaluation.
3. Foundation of reading.
4. Diagnosis of reading problems.
5. Remedial reading.
6. Psychology of reading.
7. Language learning and reading disabilities.
8. Practicum in reading.
9. Administration and supervision of reading programs at the elementary and secondary levels.

**Note:** The applicant must have met the requirements for the educational license and a teaching endorsement, and present evidence of at least one year of experience which included the teaching of reading as a significant part of the responsibility.

Course Number	Corresponding Area in Endorsement Requirements (BOEE)	Course Title	Semester Hours
EDUC 640	1	Balanced Literacy	3
EDUC 601	2	Research I	3
EDUC 602	2	Research II	3
EDUC 518	3	Foundations of Reading	3
EDUC 519 (K-8)	4	Assessment and Treatment of Reading Difficulties	3
EDUC 520 (5-12)	4	Assessment and Treatment of Reading Difficulties	3
EDUC 519 (K-8)	5	Assessment and Treatment of Reading Difficulties	3
EDUC 520 (5-12)	5	Assessment and Treatment of Reading Difficulties	3
EDUC 640	6	Balanced Literacy	3
EDUC 605	7	Inclusion of Students With Special Needs	3
EDUC 780	8	Fieldwork in K-12 Reading Programs	3
EDUC 801	9	Supervision and Staff Development	3
EDUC 639	9	Directing and Supervising K-12 Reading Programs	3

**Iowa Reading Specialist Endorsement #176  
Evaluation and Waiver Form**

Name \_\_\_\_\_ Date: \_\_\_\_\_

Viterbo ID: \_\_\_\_\_

Viterbo Course Name and Number	Viterbo Credit	Equivalent Course Name & #	Institution & Year	Credit	Director Approval
EDUC 801 Supervision and Staff Development	3				
EDUC 639 Directing and Supervising K-12 Reading Programs	3				
EDUC 780 Field Work in K-12 Reading Programs	3				
<b>Total Credits</b>	<b>9</b>				

The courses listed on this evaluation sheet reflect courses required for the Reading Specialist #176 Endorsement.

*Please note: Course substitutions award credit while waivers do not.*

**107 Talented and gifted teacher-coordinator.** a. Authorization. The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the gifted and talented from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement. b. Program requirements - content.

Completion of 12 semester hours of coursework in the area of the gifted and talented to include the following:

- (1) Psychology of the gifted.
- (2) Programming for the gifted.
- (3) Administration and supervision of gifted programs.
- (4) Practicum experience in gifted programs.

**Note:** Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.

Course Number	Corresponding Area in Endorsement Requirements (BOEE)	Course Title	Semester Hours
EDUC 541	1	Psychology of the Gifted	3
EDUC 543	2	Identification and Programming for the Gifted	3
EDUC 540	3	Educational Strategies for the Gifted	3
EDUC 782	3	Administration and Supervision of Gifted Programs	2
EDUC 545	4	Gifted Education Internship	1

**Iowa Talented and Gifted Endorsement #107  
Evaluation and Waiver Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Viterbo ID: \_\_\_\_\_

Viterbo Course Name and Number	Viterbo Credit	Equivalent Course Name & #	Institution & Year	Credit		Director Approval
EDUC 541 Psychology of the Gifted	3					
EDUC 543 Identification and Programming for the Gifted	3					
EDUC 540 Educational Strategies for the Gifted	3					
EDUC 544 Administration and Supervision of Gifted Programs	2					
EDUC 545 Gifted Education Internship	1					
<b>Total Credits</b>	<b>12</b>					

The courses listed on this evaluation sheet reflect courses required for the Talented and Gifted Endorsement.

*Please note: Course substitutions award credit while waivers do not.*

**106 Teacher - prekindergarten through grade 3 (PK-3):** a. Authorization. The holder of this endorsement is authorized to teach children from birth through grade three. b. Program requirements -(1) Degree - baccalaureate. -(2) Completion of an approved human relations program. -(3) Completion of the professional education core. See 14.19(3).

(4) Content:

1. Child growth and development with emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, for infants and toddlers, preprimary, and primary school children (grades one through three), unless combined as part of the professional education cores. See 14.19(3) of the licensure rules for the professional core.

2. Historical, philosophical, and social foundations of early childhood education.

3. Developmentally appropriate curriculum with emphasis on integrated multicultural and nonsexist content including language, mathematics, science, social studies, health, safety, nutrition, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology, including adaptations for individual needs, for infants and toddlers, preprimary, and primary school children.

4. Characteristics of play and creativity, and their contributions to the cognitive, language, physical, social and emotional development and learning of infants and toddlers, preprimary, and primary school children.

5. Classroom organization and individual inter-actions to create positive learning environments for infants and toddlers, preprimary, and primary school children based on child development theory emphasizing guidance techniques. —

6. Observation and application of developmentally appropriate assessments for infants and toddlers, preprimary, and primary school children recognizing, referring, and making adaptations for children who are at-risk or who have exceptional educational needs and talents.

7. Home-school-community relationships and interactions designed to promote and support parent, family and community involvement, and interagency collaboration.

8. Family systems, cultural diversity, and factors which place families at-risk.

9. Child and family health and nutrition.

10. Advocacy, legislation, and public policy as they affect children and families.

11. Administration of child care programs to include staff and program development and supervision and evaluation of support staff.

12. Pre-student teaching field experience with three age levels in infant and toddler, preprimary, and primary programs, with no less than 100 clock hours, and in different settings, such as rural and urban, socioeconomic status, cultural diversity, program types, and program sponsorship.

(5) Student teaching experiences with two different age levels, one before kindergarten and one from kindergarten through grade three.

**Iowa Early Childhood PK – Grade 3 Endorsement #106  
Evaluation and Waiver Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Viterbo ID: \_\_\_\_\_

Viterbo Course Name and Number	Viterbo Credit	Equivalent Course Name & #	Institution & Year	Credit	Director Approval
EDUC 853 Organization and Administration of Early Childhood Education	3				
EDUC 854 Nutrition in Early Childhood Education	1				
EDUC 855 Field Experience Birth-24 months	1				
EDUC 856 Field Experience 3-4 year olds	1				
EDUC 857 Field Experience Kindergarten	1				
EDUC 858 Field Experience First-Third Grade	1				
EDUC 681 Emergent Literacy PK-3	3				
EDUC 871 Introduction to Early Childhood	1				
EDUC 872 Movement and Play in Early Childhood	2				
EDUC 873 Early Childhood Curriculum and Assessment I	2				
EDUC 874 Early Childhood Curriculum and Assessment II	2				
EDUC 875 Creative Arts for Young Children	2				
EDUC 876 Issues and Trends in Inclusive Early Childhood Education	2				
EDUC 877 Parent and Community in ECE	2				
<b>Total Credits</b>	<b>24</b>				

The courses listed on this evaluation sheet reflect courses required for the Early Childhood Endorsement.

*Please note: Course substitutions award credit while waiver do not.*

Course Number	Corresponding Area in Endorsements (BOEE)	Course Title	Semester Hours
EDUC 871 (in addition to Undergraduate Core Courses)	1	Introduction to Early Childhood	1
EDUC 871	2	Introduction to Early Childhood	1
EDUC 873	3	Early Childhood Curriculum and Assessment I	2
EDUC 874	3	Early Childhood Curriculum and Assessment II	2
EDUC 872	4	Movement and Play in Early Childhood	2
EDUC 875	4	Creative Arts for Young Children	2
EDUC 853	5	Organization and Administration of Early Childhood Education	3
EDUC 681	6	Emergent Literacy PK-Grade 3	3
EDUC 877	7	Parent and Community in Early Childhood Education	2
EDUC 877	8	Parent and Community in Early Childhood Education	2
EDUC 854	9	Nutrition in Early Childhood Education	1
EDUC 876	10	Issues and Trends in Inclusive Early Childhood Education	2
EDUC 853	11	Organization and Administration of Early Childhood Education	3
EDUC 855	12	Field Experience Birth-24 Months	1
EDUC 856	12	Field Experience 3-4 Year Olds	1
EDUC 857	12	Field Experience Birth-Kdg.	1
EDUC 858	12	Field Experience Birth-1 <sup>st</sup> -3 <sup>rd</sup> Grade	1

## Iowa Middle School Endorsement #182 Evaluation Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Viterbo ID: \_\_\_\_\_

Viterbo Course Name and Number	Viterbo Credit	Equivalent Course Number and Name	Institution and Year	Credit
EDUC 776 Understanding the Young Adolescent	3			
EDUC 628 Models for Teaching Middle School. (Also called Magic in the Middle)	3			
EDUC 870 Adolescent Literacy (online)	3			
EDUC 516 Middle School Field Experience (30 clock hours)	2			
<b>Total Credits</b>	<b>11</b>			

### COMPLETE TWO OF THE FOLLOWING FOUR CONTENT AREAS:

<p style="text-align: center;"><b>MATH</b> <i>12 credit hours with Algebra Included</i></p>	<p style="text-align: center;"><b>SCIENCE</b> <i>12 credit hours including coursework in:</i></p> <p>Life Science: (biology, anthropology ecology, biotech, biomed)</p> <p>Earth Science: (geology, meteorology, oceanography)</p> <p>Physical Science: (physics, chemistry, astronomy, geology)</p>
<p style="text-align: center;"><b>SOCIAL STUDIES</b> <i>12 credit hours to include:</i></p> <p>U.S. History:</p> <p>World History:</p> <p>Government:</p> <p>Geography:</p>	<p style="text-align: center;"><b>LANGUAGE ARTS</b> <i>12 credit hours in language arts to include:</i></p> <p>Composition:</p> <p>Language usage:</p> <p>Speech:</p> <p>Young Adult Literature:</p> <p>Literature Across Cultures:</p>

14.140 (15) b (2)	Course Number	Corresponding Area in Endorsement Requirements (BOEE)	Course Title	Semester Hours
	EDUC 776	1	Understanding the Young Adolescent	3
	EDUC 628	2	Models for teaching Middle School Curriculum	3
	EDUC 870	3	Adolescent Literacy	3
	EDUC 516	4	Middle School Field Experience	2
	<b>SOCIAL STUDIES CONCENTRATION (12 credits)</b>			
	EDUC 782-016	U.S. History	U.S. History Since 1865	3
	EDUC 782-011	World History	World History	3
	EDUC 782-005	Government	Government	3
	EDUC 782-012	Geography	World Geography	2
	EDUC XXX	In progress for approval as World History elective	Latin American History	3
	<b>MATHEMATICS CONCENTRATION (To include algebra; 12 credits)</b>			
	EDUC 782-020		Algebra Concepts for the Middle School	3
	EDUC 782-027		Middle School Math Concepts	3
			Transfer from Undergraduate/Graduate	6
	<b>SCIENCE CONCENTRATION (12 credits)</b>			
	Science courses including Life, Physical and Earth Science are under revision to meet the new science standards. Each course will be offered for 4 credits.			
	<b>LANGUAGE ARTS CONCENTRATION (12 credits)</b>			
	EDUC 782-005	Language usage	Grammar Usage and Punctuation	1
	EDUC 782-003	Speech	Fundamentals of Speech for the Middle School Educator	2
	EDUC 870-045	Young Adult Literature	Young Adult Literature	3
	EDUC 782-020	Literature Across Cultures	Literature Across Cultures	3
			Transfer from Undergraduate/Graduate	6

**182 — Middle School Generalist:** The Board of Educational Examiners has adopted the new middle school endorsements which will allow the holder to teach in two concentration or core subjects in grades five through eight. The middle school endorsements do not authorize the teaching of art, music, industrial arts, physical education, reading and special education in the middle school.

**REQUIREMENTS 14.140(15) Middle school endorsement.**

a. Authorization. The holder of this endorsement is authorized to teach in the two concentration areas in which the specific requirements have been completed as well as in other subject areas in grades five through eight which are not the core content areas. The holder is not authorized to teach art, industrial arts, music, reading, physical education and special education.

b. Program requirements

(1) Be the holder of a currently valid Iowa teacher's license with either the general elementary endorsement or one of the subject matter secondary level endorsements set out in rule 14.141(272C), or 282—subrules 16.1(1) to 16.1(3).

(2) A minimum of nine semester hours of required coursework in the following:

1. Coursework in the growth and development of the middle school age child, specifically addressing the social, emotional, physical and cognitive characteristics and needs of middle school age children in addition to related studies completed as part of the professional education core in 14.123(4).

2. Coursework in middle school design, curriculum, instruction, and assessment including, but not limited to, interdisciplinary instruction, teaming, and differentiated instruction in addition to related studies completed as part of the professional education core in 14.123(4).

3. Coursework to prepare middle school teachers in literacy (reading, writing, listening and speaking) strategies for students in grades five through eight and in methods to include these strategies throughout the curriculum.

4. Thirty hours of middle school field experiences included in the coursework requirements listed in 14.140(15)"b"(2)"1" to "3."

c. Concentration areas. To obtain this endorsement, the applicant must complete the coursework requirements in two of the following content areas:

(1) Social studies concentration. The social studies concentration requires 12 semester hours of coursework in social studies to include coursework in United States history, world history, government and geography.

(2) Mathematics concentration. The mathematics concentration requires 12 semester hours in mathematics to include coursework in algebra.

(3) Science concentration. The science concentration requires 12 semester hours in science to include coursework in life science, earth science, and physical science.

(4) Language arts concentration. The language arts concentration requires 12 semester hours in language arts to include coursework in composition, language usage, speech, young adult literature, and literature across cultures.

## **Appendix 10**

### **Resumes and Approval Letters**

## Iowa Adjuncts

### Early Childhood

Eugene Fracek

Rhonda Hopewell

Kathryn (Kate) Wonders

January 31, 2012

Mr. Eugene Fracek  
3706 Thornton Avenue  
Des Moines, IA 50321

Dear Eugene,

The Graduate Program Committee has approved your appointment as an instructor at Viterbo University for *ECE Field Experience*.

The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Yours Truly,

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
[rmrabbitt@viterbo.edu](mailto:rmrabbitt@viterbo.edu)

RMR:lh

3706 Thornton Avenue  
Des Moines, Iowa 50321  
515/285-1658(h) 515/285-3926 (h2)  
SS# 503-60-1928

**EDUCATIONAL BACKGROUND**

M.A. Educational Administration  
1980, University of South Dakota, Vermillion, SD

Elementary Education endorsement  
1972, Northern State College, Aberdeen, SD

B.A. History-Secondary Education  
1971, South Dakota State University, Brookings, SD

**PROFESSIONAL EXPERIENCE**

1994 - 2011      Elementary Principal  
Granger, Edmunds Academy, and Studebaker elementary schools  
Des Moines Public Schools

1993-94          Elementary Principal (Intern)  
Brooks Elementary School  
Des Moines Public Schools

1991-93          Classroom Teacher  
(In-School Suspension and Gifted/Talented Teacher)  
Harding Middle School  
Des Moines Public Schools

1990-91          Executive Director  
Iowa Chapter, (NCPA)  
National Committee for Prevention of Child Abuse  
Des Moines, Iowa

1979-90          Director: Indian Education, Fine Arts, Social Studies, Gifted and  
Talented; and,  
Youth At-Risk coordinator  
South Dakota Department of Education and Cultural Affairs  
Pierre, South Dakota

1973-79          Classroom Teacher, Primary Grades  
School Years 1978-79, 1979-80 (partial)  
School Years 1972-73 (2nd semester), 1973-74, 1974-75  
Rapid City Public Schools  
Rapid City, South Dakota  
  
American Indian Resource Teacher: Civil Rights Act, Title IV  
Project,  
School Years 1975-76, 1976-77, 1977-78  
Rapid City Public Schools  
Rapid City, South Dakota

**IOWA ACTIVITIES - current and former**

500 Years of Resistance and Dignity: Program Planning committee, 1992;  
 American Friends Service Committee (AFSC): Regional Executive committee, 1994-96;  
 On-site Program reviewer; Finance Officer Interview Team  
 Central College: Instructor – American Indians: evening sessions 1993 - 1997  
 Des Moines Art Center: Diversity Planning Council; Education  
 committee; 1994 Parfleche Bag Exhibit Planning committee  
 Des Moines Public Library: 1993 Reading Series Planning committee  
 Des Moines Public Schools: Educational Equity Advisory committee;  
 Strategic Planning committee; Library Reconsideration committee;  
 2001 Elementary Principals Association president  
 Iowa Alliance for Arts Education: 1992 Multicultural Conference Planning committee  
 Iowa Civil Rights Commission: Mural Planning committee, 1995-96  
 Iowa Department of Education: English as a Second Language, Annual  
 Conference Planning committee; School-To-Work Equity Access  
 committee; Education Equity Advisory committee; Statewide  
 Transformation Team, 1992; Consolidated Grants Reader, 1996;  
 Charter Schools Grant reader/reviewer, 2004  
 Iowa State Education Association: Minority Affairs committee, 1992-94  
 Principal Financial Group: Minority Scholarship Program Selection  
 Committee 1995-2002  
 Simpson College: Education Department Advisory Council – 2000-2011;  
 Evening, Weekend and Graduate Program: Lecturer - Indians of the Americas: 1996 to  
 present  
 Two Rivers Inter-Tribal Council: Board and Chair, 1992-96  
 US West Foundation: 1993 TEAMS proposal reviewer

**AWARDS/RECOGNITION**

Who's Who Among Top Executives, (1998)  
Who's Who in the Midwest, (1987, 1998)  
Des Moines Public Schools, 1992-93 Annual Report, Outstanding Staff Recognition  
 South Dakota Social Studies Council; Friend of Social Studies (1990)  
Who's Who in American Education, (1989-90, 1987-88)  
 South Dakota Committee on the Humanities, alternate speaker (1988)  
Who's Who Among the Sioux, Institute of Indian Studies, University of South Dakota (1988)  
Who's Who in Society, (1988)  
Who's Who of Emerging Leaders in America, (1988, 1987)  
 South Dakota Committee on the Humanities, (listed) Directory of Native American  
 Resources (1986, 1983)  
 Mid-Continent Regional Educational Laboratory, Fellow (1980)  
 Outstanding Young Man of America (1979, 1978)  
 Delegate, National Education Association (NEA) Conventions (1979, 1978, 1977, 1976)

**MEMBERSHIP/OTHER**

Enrolled member of Rosebud Sioux Tribe, Rosebud, South Dakota  
 Iowa and South Dakota teaching license and administrative certification  
 Des Moines Schools Retired Administrators Association  
 Iowa Farm Bureau



March 24, 2011

Ms. Rhonda Hopewell  
1630 SE Florence Drive #55  
Waukee, IA 50263

Dear Rhonda,

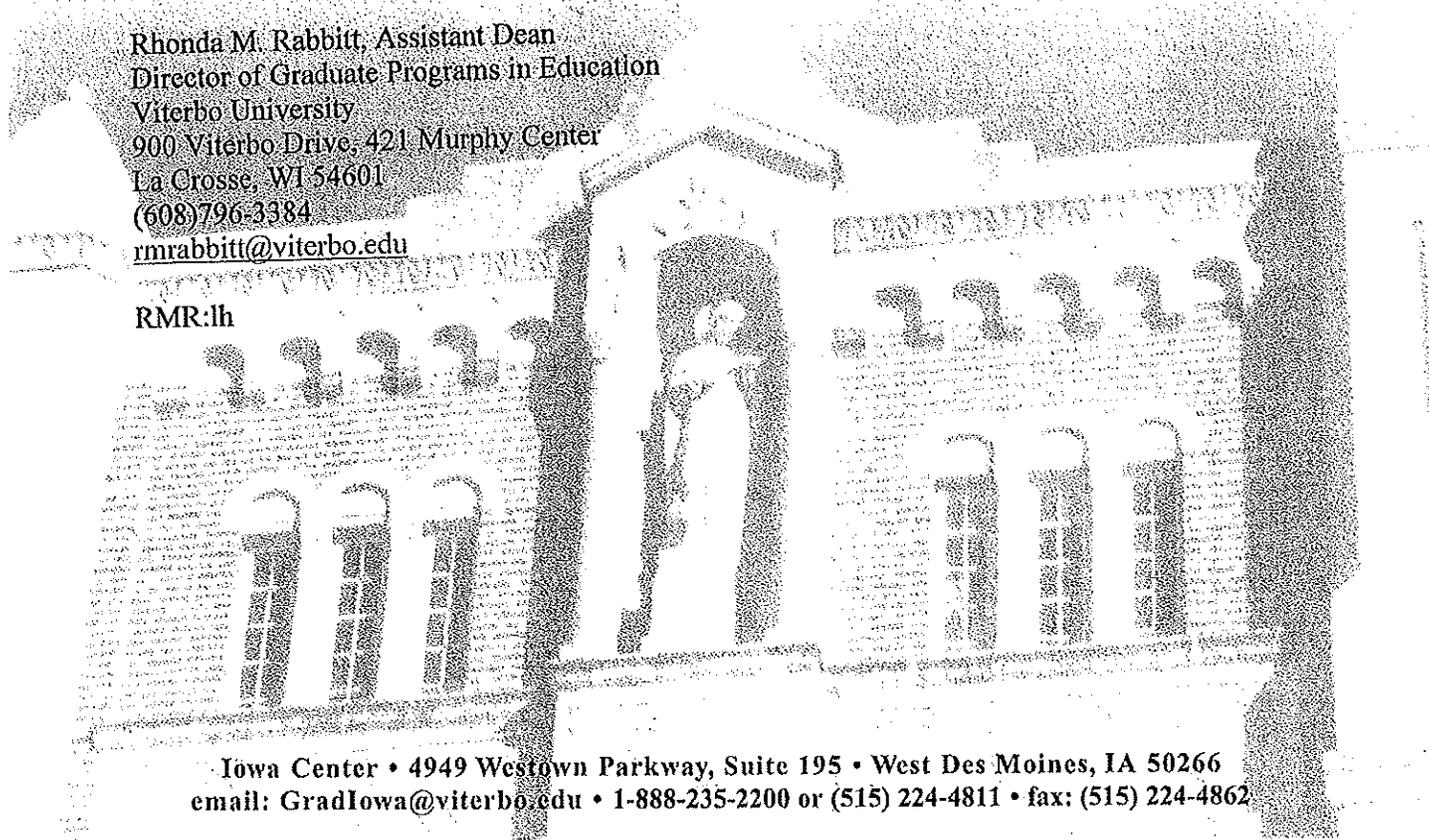
The Graduate Program Committee has approved your appointment as an instructor at Viterbo University for *Organization and Administration of Early Childhood*.

The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program. We look forward to a long and mutually beneficial relationship.

Yours Truly,

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
[mrabbitt@viterbo.edu](mailto:mrabbitt@viterbo.edu)

RMR:lh



Iowa Center • 4949 Westown Parkway, Suite 195 • West Des Moines, IA 50266  
email: [GradIowa@viterbo.edu](mailto:GradIowa@viterbo.edu) • 1-888-235-2200 or (515) 224-4811 • fax: (515) 224-4862

# Rhonda Hopewell

1630 SE Florence Drive #55  
Waukee, Iowa 50263  
515-423-8227  
Rhopewell @adel.k12.ia.us

***"Education is not the filling of a pail, but the lighting of a fire."*** William Butler Yeats

## Core Competencies / Professional Attributes

- Extensive Curriculum Development
- Valuable Grade Level Team Member
- Experience Writing Assessments in All Subject Areas
- Knowledge of Early Childhood Math Methods
- Excellent Communication Skills
- Trained in Early Childhood Reading
- Member of the ILT and Math Committees
- Served on Early Childhood and PLC Committees

## Professional Experience

Adel-DeSoto-Minburn Community Schools  
Pre K Teacher

Adel, Iowa  
2000 – present

- Evaluated and modified program curriculum to develop a learning environment suited for the pre-kindergarten learner
- Researched and adopted the "Handwriting Without Tears" early childhood learning program
- Previewed, assessed, and selected age appropriate reading materials to be used as part of the Literacy Framework within the classroom
- Revised report card to reflect learning and developmental stages of students throughout the year
- Designed authentic assessments to correspond with curricular outcomes
- Modified and supplemented curriculum to meet the instructional needs of special education students with the assistance of the special education teacher
- Collaborate weekly with grade level team members to share best practices for students
- Created and implemented a weekly newsletter to maintain communication with parents
- Created and put into place various behavior plans to assure student success in learning
- Served as the supervising teacher/director of the before and after school daycare program offered by the school district
- Responsible for hiring, firing, and training daycare personnel, monitoring lesson plans, menus, and payments received
- Served as a member of the Kindergarten screening team
- Part of the teacher interviewing committees
- Trained in Literacy Framework, Six Trait Writing, Reading Comprehension Strategies, and Professional Learning Communities
- Involved in book studies for writing, comprehension, and reading
- Cooperating Teacher for several student teachers

Viterbo University  
Adjunct Instructor for Various Master Level Courses

West Des Moines, Iowa  
2011 Present

Instructor for Organization and Administration of Early Childhood Education

- Responsible for syllabus development to ensure maximized student learning and retention
- Encourage and give feed back, through the facilitation of on line discussions, that promotes sharing of ideas
- Ensure interactions align and promote key learning in accordance with course objectives



900 Viterbo Drive  
La Crosse, WI 54601

October 10, 2008

Ms. Kathryn Wonders  
5220 Pine Valley Dr  
Pleasant Hill, IA 50327

Dear Kathryn,

The Graduate Studies Committee has approved your appointment as an instructor at Viterbo University for *Issues and Trends in Inclusive Early Childhood Education*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

Enclosure  
SMF:lh

cc: Chris Valenti  
John Della Vedova

# Kathryn K. Wonders

5220 Pine Valley Drive  
Pleasant Hill, Iowa 50327  
(641) 751-9763

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## EDUCATION

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**Viterbo University**  
4949 Westown Parkway  
West DSM, IA 50266

**Simpson College**  
701 North C Street  
Indianola, IA 50125

**East Marshall High**  
201 N. Franklin  
LeGrand, IA 50142

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## MASTERS DEGREE INFORMATION

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### VITERBO UNIVERSITY

**Graduation Date:** July 18, 2008

**Degree:** Masters of Arts in Education

**Research:** *The Effects of Read Well on Kindergarten Reading Achievement*

**Cumulative GPA:** 4.0

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## UNDERGRADUATE INFORMATION

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### SIMPSON COLLEGE

**Graduation Date:** May 21, 2005

**Major Endorsements:** Elementary Education/Liberal Arts

**Endorsements:** Early Childhood Development, Reading

**Cumulative GPA:** 3.73

**C-BASE Scores:** English: 302 Mathematics: 323

**Certified to teach PreK-8 and K-6 Reading**

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## WORK EXPERIENCE

---

**Carlisle Community**  
**Schools**  
430 School Street  
Carlisle, Iowa 50047  
**Position:** Kindergarten  
Teacher  
Aug 2005- present

**Viterbo University-Iowa**  
**Center**  
4949 Westown Parkway  
Suite 195  
Des Moines, Iowa  
**Position:** Adjunct Education  
Professor  
December 2008- present

**Upper Iowa University- Des**  
**Moines Campus**  
1119 5<sup>th</sup> Street  
West Des Moines, Iowa  
**Position:** Adjunct Education  
Professor  
October 2008- present

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REFERENCES AVAILABLE UPON REQUEST

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## **WORK RELATED EXPERIENCE**

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- Instructional Decision Making team
- Iowa Core Curriculum Elementary Representative
- Kindergarten Reading Representative
- Assessment Development
- Curriculum Mapping- Kindergarten Reading
- Course and Syllabus Development
- Viterbo University Online Instructor: *Introduction to Early Childhood, Issues and Trends in Inclusive Early Childhood Education, Creative Arts for Young Children*
- Upper Iowa Instructor: *Introduction to Early Childhood Education, Methods and Curriculum in Early Childhood Education*
- Currently pursuing continuing education, Reading Specialist Certification
- Volunteer work with The Heart Connection Children's Cancer Programs

## **DEGREE HONORS & AFFILIATIONS**

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- Completed Masters degree with 4.0 from Viterbo University, 2008
  - Simpson College Dean's List Fall 2003, Spring 2004
  - Simpson College President's List (4.0) Fall 2004, Spring, 2004
  - Lilly Initiative Vocational Scholarship Recipient- Fall 2004, Summer 2004
  - Honor Scholarship Recipient 2002-2005
  - Simpson College Education Club
  - Nominated Simpson Education Department hiring committee 2004
  - Graduated Cum Laude, May 2005
-

## Iowa Adjuncts

### **Educational Leadership**

Karen Allison  
Andrew Bracken  
Bradley Buck  
Dee Crozier  
Joseph Crozier  
Jason Ellingson  
Katie Gavin  
Michelle Lettington  
Roger Scott Osborn  
Susan Pecinovsky  
Barbara Prior  
Todd Prusha  
Jonathan Sheldahl  
Patricia Sievers



December 22, 2009

Ms. Karen Allison  
PO Box 307  
Earlham, IA 50072

Dear Karen,

The Graduate Studies Committee has approved your appointment as an instructor at Viterbo University for *Leadership for Learning: Management*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384



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

# **KAREN L. ALLISON**

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P.O. Box 307 • Earlham, IA 50072 • 515.758.2838

## **QUALIFICATIONS PROFILE**

Highly motivated and dedicated instructional leader with a focus on meeting the needs of students, parents, teachers and support staff in order to promote the success of all students by creating a shared vision of learning in an environment that is safe, efficient, and effective.

- » Data analysis to improve instruction and behavior
- » Teacher supervision with a focus on growth
- » PBS Trainer
- » E-walk Trainer
- » Special Education Facilitator
- » District Reading Lab Facilitator
- » District Quality Preschool Program Administrator
- » 504 Coordinator
- » Supporting and helping teachers implement best practice
- » Maintains positive relationships with business partners, PTO, and Parent Advisory Council
- » Energetic, enthusiastic, and creative
- » Strong collaborative leadership and interpersonal skills

## **EDUCATION/CREDENTIALS**

**Masters of Education, Educational Administration** (2005)  
IOWA STATE UNIVERSITY – Ames, IA

**Bachelor of Arts Degree** (1989)  
PACIFIC CHRISTIAN COLLEGE – Fullerton, CA  
Majors: Liberal Arts and Biblical Theology

### ***Credentials:***

State of Iowa Professional Administrator License (2006)  
PK-12 Principal/PK-12 Special Education Supervisor

DDL and Evaluator Approval (2007)  
Level II Program: Evaluation of Teachers

DDL and Evaluator Approval (New) (2006)

State of Iowa K-6 Credential (2004)  
Folder # 338437

CALIFORNIA STATE UNIVERSITY – Fullerton, CA (1990)  
California Multiple Subject Teaching Credential

## Professional Experience

- WAUKEE COMMUNITY SCHOOLS – Waukeee, IA**  
*Elementary Principal – Shuler Elementary* (Opening Fall 2010)
- WAUKEE COMMUNITY SCHOOLS – Waukeee, IA**  
*Elementary Assistant Principal – Maple Grove Elementary* (2008-present)
- Elementary Assistant Principal – Brookview and Eason Elementary* (2006-2008)
- WAUKEE COMMUNITY SCHOOLS – Waukeee, IA** (1998 - 2006)  
*Educator - Eason & Walnut Hills Elementary*  
*Kindergarten Teacher* (2003 - 2006)
- » Functional Skills Collaboration Room
  - » Master Schedule Facilitator
  - » Library Fundraiser Coordinator
  - » Grade level facilitator
  - » Shared responsibilities in opening new building
- District Responsibilities:
- » CSIP Committee
  - » Data Warehousing Committee
  - » Language Art Committee
  - » Mentor Teacher
  - » Teacher Evaluation Committee
- First Grade Teacher-Eason Elementary* (2002 - 2003)  
*Kindergarten Teacher-Eason Elementary* (1999 - 2002)  
*Second Grade Team Teacher Associate* (1998 - 1999)
- MOVED TO IOWA AND STAYED HOME WITH CHILDREN (1997-1998)
- VICTOR ELEMENTARY SCHOOL DISTRICT – Victorville, CA** (1992 - 1997)
- Educator-Liberty Elementary School*  
*Second and Third Grade Teacher*
- » Science Lead Teacher/Science Fair Coordinator
  - » Family Science Nights Coordinator
  - » Little Olympics Organizer and Facilitator
  - » Member of Program Quality Review Self-Study Team
  - » ELIC (Early Literacy In-service Course) Training
- District Responsibilities:
- » Developed Language Arts standards for district curriculum guide
  - » District staff developer for Science curriculum via California Science Implementation Network
  - » Member of the P.E./Health Committee - Collaborated to write district curriculum

## REFERENCES

**Dr. Dave Wilkerson**

*Superintendent*  
Waukee Community Schools  
560 S.E. University Ave.  
Waukee, IA 50263  
Work: (515) 987-5161  
[dwilkerson@waukee.k12.ia.us](mailto:dwilkerson@waukee.k12.ia.us)

**Dr. Bruce Kimpston**

*Assistant Superintendent Human Resources*  
Waukee Community Schools  
560 S.E. University Ave.  
Waukee, IA 50263  
Work: (515) 987-5161  
[bkimpston@waukee.k12.ia.us](mailto:bkimpston@waukee.k12.ia.us)

**Dr. Amanda Ross**

*Curriculum Director*  
Waukee Community Schools  
560 S.E. University Ave.  
Waukee, IA 50263  
Work: (515) 987-5161  
[mross@waukee.k12.ia.us](mailto:mross@waukee.k12.ia.us)

**Mrs. Roxanne Cummings**

*Director of Student Services*  
Waukee Community Schools  
560 S.E. University Ave.  
Waukee, IA 50263  
Work: (515) 987-5161  
[rcummings@waukee.k12.ia.us](mailto:rcummings@waukee.k12.ia.us)

**Mrs. Michelle Lettington**

*Principal, Maple Grove Elementary*  
Waukee Community Schools  
1455 98<sup>th</sup> Street  
West Des Moines, Iowa 50266  
Work: (515) 987-3363  
[mlettington@waukee.k12.ia.us](mailto:mlettington@waukee.k12.ia.us)

**Mr. Terry Hurlburt**

*Principal, Brookview Elementary*  
Waukee Community Schools  
8000 E.P. True Parkway  
West Des Moines, Iowa 50266  
Work: (515) 987-5166  
[thurlburt@waukee.k12.ia.us](mailto:thurlburt@waukee.k12.ia.us)

**Mrs. Peg Erke**

*Principal, Eason Elementary*  
Waukee Community Schools  
605 Boone Drive  
Waukee, IA 50263  
Work: (515) 987-5200  
[perke@waukee.k12.ia.us](mailto:perke@waukee.k12.ia.us)

**Mrs. Deb Snider**

*Retired Principal*  
Waukee Community Schools  
904 50<sup>th</sup> Street  
West Des Moines, IA 50265  
Home: (515) 224-9490



July 24, 1998

Mr. Andrew Bracken  
Ahlers, Cooney, Dorweiler, Haynie, SMith & Alllbee, P.C.  
100 Court Avenue, Suite 600  
Des Moines, IA 50309

Dear Andrew,

The course Intro to Public School Law with you as instructor has been approved by Viterbo College. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Respectfully,

John R. Schroeder, Ph.D.  
Director, Graduate Studies in Education

JRS:jw

cc: Chris Valenti  
Earl Bridgewater

GRADUATE STUDIES

815 South 9th Street • La Crosse, Wisconsin 54601 • (608) 796-3090 • FAX (608) 796-3091

**Andrew J. Bracken**

Ahlers, Cooney, Dorweiler, Haynie, Smith & Allbee, P.C.  
100 Court Avenue, Suite 600  
Des Moines, Iowa 50309  
(515) 243-7611      abracken@ahlerslaw.com

**EDUCATION:**

Drake University Law School, Des Moines, Iowa; 1988, Doctor of Jurisprudence  
John Marshall Law School, Chicago, Illinois; 1985,  
University of Iowa, Iowa City, Iowa; B.A., 1984, Psychology

**LICENSURE:**

Iowa State Bar, 1988  
Admitted before the Federal District court for the Northern and Southern Districts of Iowa,  
Eighth Circuit Court of Appeals and United States Supreme Court.

**PROFESSIONAL EXPERIENCE:**

1989-Present    Ahlers, Cooney, Dorweiler, Haynie, Smith & Allbee, P.C.  
Attorney and Shareholder, Education Law and Litigation  
1988-1989      Arthur A. McGivern, Chief Justice of the Iowa Supreme Court  
Judicial Law Clerk  
1987-1988      Madison County Attorneys' Office  
Prosecutor intern to Madison County Attorney A. Zane Blessman  
1986-1987      Austin & Gaudineer  
Student law clerk

**PUBLICATIONS:**

Bracken, Andrew J. (1998). *The Legal Handbook for Iowa School Administrators*. Omni Publishing Co.

**PRESENTATIONS:**

Guest Lecturer, Drake University College of Education, School Law

Various presentations and papers for conferences, workshops and seminars sponsored by Iowa Association of School Board, School Administrators of Iowa, Education Law Association and our client, among other schools.

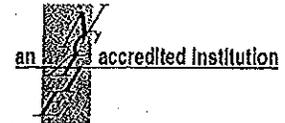
**RELATED PROFESSIONAL AND SCHOLARLY ACTIVITIES:**

- Drake Law Review, Articles Editor 1987-1988

- Drake Law Review, Staff 1986-1987
- Order of the Barristers
- Member, Drake National Mock Trial Team
- Co-winner, Annual Supreme Court Day Competition
- Author, Casenote, Drake Law Review
- Participant, Chicago Coalition for Law-Related Education
- Qualified for the John Marshall Law Review
- Representative Clients
  - Des Moines Independent Community School District
  - West Des Moines Community School District
  - Newton Community School District
  - Iowa Association of School Boards
  - Employers Mutual Casualty Company
  - Marshalltown Community School District
  - Knoxville Community School District
  - Roland Story Community School District
  - Ogden Community School District
  - Perry Community School District
  - Adel-DeSoto-Minburn Community School District
  - Sioux City Community School District

**PROFESSIONAL MEMBERSHIPS:**

- Member of American, Iowa and Polk County Bar Associations
- Member of National and Iowa Council of School Board Attorneys
- Member of Education Law Association (formerly NOLPE)



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

April 3, 2007

Dr. Bradley Buck  
4406 162<sup>nd</sup> Street  
Urbandale, IA 50323

Dear Bradley,

The Graduate Studies Committee has approved your appointment as an instructor at Viterbo University for *Leadership for Learning: Foundations*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:lh

cc: Chris Valenti  
Earl Bridgewater

## **Dr. Bradley A. Buck**

4406 162<sup>nd</sup> Street  
Urbandale, IA 50323  
515-987-9844 (H)  
515-802-1165 (C)  
bntbuck94@aol.com

### **EDUCATION**

Ph.D. – Educational Leadership and Policy Studies – May 2006

Certificate of Advanced Studies (C.A.S.) – May 2005

Iowa State University

*Dissertation: A Comparative Study of the Perceptions of Novice Iowa Public School Teachers Toward the Effects of the Iowa Evaluator Approval Training Program*

M.Ed. Educational Administration – August 1997

Iowa State University

B.A. Biology – May 1992

University of Northern Iowa

Certificates Held:     PK-12 Superintendent, Iowa  
                              5-12 Principal, Iowa  
                              Evaluator Approval (New), Iowa

### **PROFESSIONAL EXPERIENCE**

*Superintendent*, Saydel Community School District, Des Moines, IA, July 2011-present

- Facilitating a collaborative process for district planning and improvement in the areas of curriculum, instruction, assessment and professional development, with an emphasis on data and student achievement results.
- Leading the transition from a PK-3, 4-5, 6-8, 9-12 grade alignment to a PK-4, 5-8, 9-12 alignment and in the process closing a grades 4-5 building.
- Designing a staffing plan, guided by data and stakeholder input, that will respond to the learning outcomes of the organization and the realities associated with declining enrollment.
- Overseeing a \$3,000,000.00 renovation to our current PK-3 building in tandem with the grade realignment work that is underway. Also, supporting a master planning conversation to include a renovation of Woodside Middle School, a strength and conditioning facility at the high school, and a new transportation facility over the next 3-4 years.
- Cooperating with a leadership team from within the district, and guided by students who are Public Relations Majors at Drake University, designing and marketing and public relations plan for the district.
- Redesigning, with the support of the Saydel Education Association, the teacher evaluation and professional development model to include student learning results

and rubrics to guide behaviors and expectations across a continuum from unsatisfactory to exemplary.

*Associate Superintendent, Waukee Community School District, Waukee, IA, July 2009-June 2010*

- Led and supervised the areas for which I was responsible as the assistant superintendent, with the addition of the Human Resources Department and the Department of Information, Communication, and Enrollment Services.
- Led the Instruction Committee – A Committee of the Board of Education.
- Coordinated a dynamic, systemic process, to align the work of School Improvement, guided by a collaboratively designed district Theory of Action, both within the division and to the other divisions in the district.
- Oversaw the operating budget for the division as well as the various state and federal programs that intersected with the School Improvement Division.
- Managed the implementation of the Comprehensive School Improvement Plan (CSIP), many segments of Project FASIER, and other related state and federal data and accountability measures.
- Contributed to the work of the district Facilities Committee to plan for future building projects in response to increases in student enrollment.
- Supervised the data collection process around the implementation of the Iowa Core, as well as oversaw the writing and implementation of the district plan.
- Participated in district interest-based, collective bargaining activities, as well as ongoing contract maintenance conversations.
- Investigated the Instructional Rounds concept and process and guided the implementation of the process in the district.
- Facilitated the investigation and implementation of a district-wide data warehouse system in order to further support increased student achievement.

*Assistant Superintendent for School Improvement, Waukee Community School District, Waukee, IA, April 2006-June 2009*

- Led and supervised the district level curriculum, instruction, assessment and professional development department, district student services department (i.e. special education, ELP, ESL, etc.), as well as the building principals.
- Designed a unified vision for teaching and student learning in the district, through a collaborative process that included building and district leaders, teachers, board members, parents, and community members, that is grounded in the tenets of Professional Learning Communities (PLC).
- Entered into a collaborative agreement with the Center for Advanced Study of Technology Leadership in Education (CASTLE) at Iowa State University to investigate the implementation of additional classroom technology to transition Waukee CSD into a 21st century school district.
- Improved the teacher evaluation and professional development framework to align with the unified vision, through a collaborative process involving leaders of the Waukee Education Association and district evaluators.
- Investigated, designed and implemented a model for leader evaluation and professional development, in collaboration with representative principals and central office staff members.

- Guided by relevant research and data from a Curriculum Management Audit, led a process to construct a five-year plan for ongoing improvement in the district.
- Supported the work of building leadership at both Waukee Middle School and Waukee Elementary in their eventual removal from the School in Need of Assistance (SINA) designation.
- Working in partnership with the local area education agency, designed and implemented a process for program evaluation in the district.

*Principal, Prairieview School (grades 8-9) & Waukee Middle School (grades 6-7), Waukee, IA, July 2004–March 2006*

- Led and managed a combined leadership team of 2 assistant principals and 5 Deans of Students between PVS and WMS, and supervised over 100 staff members and 1200 students.
- Facilitated and organized the transition from a grades 6-8 middle school and grades 9-12 high school to a district building structure including grades 8 and 9.
- Blended middle school and high school tenets with an emphasis on rigor in the classroom, adult/staff relationships with students, and a teaming philosophy.
- Designed through a collaboratively process that included teachers, parents, community members, and business leaders, a student-leader based character initiative that infuses both Character and Counts and Positive Behavior Intervention Supports.

*Principal, Waukee Middle School (grades 6-8), Waukee, IA, July 2001-June 2004*

- Led the design and implementation of a middle school vision – including a role as a champion of advisor-advisee programming and student-led conferences.
- Managed the transition from paper-pencil grading and scheduling to electronic scheduling and ultimately to the use of an electronic student information management system.

*Principal, Hudson Middle School (grades 5-8), Hudson, IA, August 1998-June 2001*

- Led the transition from a traditional junior high/upper elementary to a child-centered middle school through a collaboratively produced building action plan.

*Principal, North Mahaska Jr./Sr. High School, New Sharon, IA, August 1997-July 1998*

- Responsible for the operation of the 7-12 building including the school improvement process, the role as secondary curriculum director, and manager of building budgets and supervision of all building staff members.

*Life Science Instructor, Parkview Middle School, Ankeny, IA, August 1992-July 1997*

- Taught on a core team in a fully inclusive classroom teaching environment.
- Collaborated on several interdisciplinary units, organized time in a flexible block schedule, and served in a variety of teacher leadership roles.

## **OTHER PROFESSIONAL EXPERIENCE**

- Professor – Adjunct – Iowa State University – Human Resource Management, School Systems as Learning Cultures, and Evaluation of Personnel – Spring 2006-present
- Professor – Adjunct – Viterbo University – Principal Leadership: Foundations and Educational Philosophy – Summer 2007-present
- Certified Trainer – DiSC – Behavioral Style Assessment and Analysis – Fall 2009-present

## **LEADERSHIP IN PROFESSIONAL ORGANIZATIONS**

- Area Director – State of Iowa – Phi Delta Kappa International – 2010-present
- Past President – School Administrators of Iowa (SAI) – 2009-2010
- President – School Administrators of Iowa (SAI) – 2008-2009
- Executive Council and Representative Council Member – SAI – 2006-2010
- Past President – Iowa Association for Middle Level Educators (IAMLE) – 2008-2009
- President – Iowa Association for Middle Level Educators (IAMLE) – 2006-2008

## **LEADERSHIP IN STATE-LEVEL INITIATIVES**

- Statewide Workgroup: System of Supports – Iowa Department of Education – Des Moines, IA – 2010-present
- Associate Superintendent and Assistant Principal Mentoring Framework – Design Team Member – 2010-present
- Virtual Reality User Group – DMACC – Ankeny, IA – 2009-present
- Leadership Partner Committee – State-wide Wallace Grant Initiative – Practitioner Representative for Iowa – 2006-present
- Leadership Standards and Criteria Task Force – Co-Facilitator – Process to design the Leadership Standards and Criteria for the state of Iowa and Model Descriptors – Wallace Foundation Grant – 2006-2007
- Planning Team to Write the Superintendent Evaluation Model – 2006-2007
- Design Committee to Write Level II of the Iowa Evaluator Approval Training Program (IEATP) – Principal Representative – 2005-2007

## **PROFESSIONAL RECOGNITION**

- Grant Author – Kern Family Foundation – Project Lead the Way (PLTW) Implementation – 2007
- Iowa Middle Level Principal of the Year – 2004
- Middle Level Principal of the Year – District 11 – 2004
- Iowa Scottish-Rite Ph.D. Fellowship Recipient – May 2000
- Teacher of the Year - Parkview Middle School – Ankeny, IA – 1995-1996

## **PROFESSIONAL PRESENTATIONS**

- Instructional Rounds in Waukee CSD – AEA 11 Superintendents – Fall 2010
- Instructional Rounds in Waukee CSD – State Superintendent Network – Instructional Rounds Advisory Committee – Spring 2010

- School Administrators of Iowa – Prospective Administrator Institute – *Great Principals I Have Known: Characteristics of Exemplary Principals* – Clive, IA – Fall 2008
- Iowa Department of Education – Winter Update – *Connecting District, Building, and Individual Teacher Professional Development Plans* – West Des Moines, IA – Winter 2008
- Board of Educational Examiners – Presentation on the Iowa Standards for School Leaders – Des Moines, IA – Winter 2007
- Iowa World Languages Annual Conference – Luncheon Speaker – *Experiences in the 5 C's of World Language & the Implications to Iowa* – Des Moines, IA – Fall 2007
- State Board of Education - Presentation on the Iowa Standards for School Leaders – Des Moines, IA – Winter 2006
- SAI Mentor/Mentee Training – Update on Iowa Leadership Standards and Criteria – West Des Moines, IA – Fall 2006
- Midwest Regional Middle Level Educators Conference – *Implementing a Student Leader-Based Character Initiative in Your Community* – Ames, IA – Fall 2006
- National Middle School Association National Conference – *Implementing a Student Leader Based Character Initiative in Your Community* – Philadelphia, PA – 2005
- National Conference on Teacher Compensation and Evaluation – *Using the Danielson Framework for Licensing and Employment* – Chicago, IL - 2003
- School Administrators of Iowa – Fall Conference – *Two-Minute Classroom Observation Technique* – Des Moines, IA – 2003
- New Principals Workshop – Drake University – Addressed common concerns and triumphs associated with the principalship – Des Moines, IA – 2002

## **COMMUNITY CONNECTIONS**

- Safe Waters International Ministries (SWIM) – Board Member – Fall 2010-present
- University of Northern Iowa Alumni Association – Board of Directors – Spring 2007-present
- American Diabetes Association (ADA) – StepOut Campaign – Team Recruitment Co-Chair – Spring 2010
- UNI Lux Service Award – Selection Committee Member – Spring 2009
- School Improvement Advisory Committee (SIAC) – District Community Committee
- Saylorville Baptist Church – Member
- Waukee Leadership Institute Alumni
- Girl Scouts Day Camp Leader
- PTO Volunteer

## **PROFESSIONAL ORGANIZATIONS**

- School Administrators of Iowa (SAI)
- American Association of School Administrators (AASA)
- Phi Delta Kappa International (PDK)
- Association for Supervision and Curriculum Development (ASCD)

## **PROFESSIONAL CONTRIBUTIONS**

- Sportsmanship Judging – Boys State Basketball Tournament – Iowa High School Athletic Association – 2005-present
- Viterbo University – Educational Leadership Advisory Group – 2005-present
- Mentor principal to a number of principals and superintendents-in-training – Drake University, University of Northern Iowa, and Viterbo University – 2003-present
- State of Iowa Cheerleading Championships – Master of Ceremonies – 2001-2004, 2006-present
- Iowa Character Awards – Selection Committee – Spring 2010
- Revised Teacher Evaluation and Professional Development System – Delivered through Moodle – designed videos observed by all staff – Fall 2009
- Iowa Evaluator Approval Training Program – Renewal – State Trainer for Waukee CSD and Adel-DeSoto-Minburn CSD – 2007
- President Elect – School Administrators of Iowa – 2007-2008
- Chaperone – Student Home and School Visit Trip to Germany – Spring Break 2007
- Vice President – School Administrators of Iowa – 2006-2007
- President – Iowa Association for Middle Level Educators – 2006-2008
- President-Elect – Iowa Association for Middle Level Educators – 2004-2006
- Committee to Design and Revise a Model Principal Evaluation System for the State of Iowa – SAI – 2004-2006
- Institute for Character Development – Advisory Committee Member – 2004-2006
- FINE Foundation Fall Conference Planning Committee – Middle School Education Representative – 2004-2006
- Using Electronic Portfolios to Support Licensure Transition and Professional Growth – Co-taught Drake Credit Class – 2003
- Interdisciplinary Instruction in the Middle School Classroom – Taught Drake University Professional Development Credit Class – 2003
- SAI Representative Council – Area 11 – 2003-2006
- SAI Professional Development Advisory Committee – 2003-2004
- Treasurer - Iowa Association for Middle Level Educators – 2001-2004

## **TRAININGS RECEIVED**

- Iowa Core Planning and Implementation Team – Saydel CSD – 2011-present
- Iowa Core Planning and Implementation Team – Waukee CSD – 2008-2011
- Phi Delta Kappa – Area Director Training – Chicago, IL – Summer 2010
- Inform Data Warehouse System – Summer 2010
- Iowa Department of Education Site Visit Training – West Des Moines, IA – Fall 2009
- DiSC Certification – Fall 2009
- Stepping Stones to Data Use – Northwest Education Association (NWEA) – Waukee, IA – Fall 2008
- Grading and Assessment in the Differentiated Classroom – Rick Wormeli Presenter – Des Moines, IA – Winter 2007
- Superintendent Evaluation Implementation Framework – Iowa Association of School Boards – Fall 2007
- Waukee Leadership Academy – 2007-2008
- Superintendent Evaluation Approval Training Program – Fall 2007

- Iowa Evaluator Approval Training Program (IEATP) Renewal – Train-the-Trainer – Des Moines, IA – Spring 2007
- Balanced Leadership Academy – 2006-2007
- Iowa Superintendents Finance Leadership Consortium (ISFLC) – Fundamentals of School Finance – Urbandale, IA – December 2007
- Pathwise Training – Evaluator Version – OshKosh, WI – Fall 2006
- DiSC Personality Profile Training – Omaha, NE – Summer 2005

## CONFERENCE PARTICIPATION

- Iowa Association of School Boards – Annual Convention Pre-Conference – Intermediate School Finance – Winter 2010
- Project 21<sup>st</sup> Century Skills – Iowa Kick-off Event – Summer 2010
- Professional Learning Community Conference – coordinated and facilitated the trip for 80 teachers and administrators using Teacher Quality Funds – St. Joseph, MO – Summer 2010
- Superintendent's Network – Instructional Rounds Conversation with Richard Elmore and Liz City – Spring 2010
- 1:1 Schools – Network Meeting – Will Richardson and Scott McLeod Presenters – Ames, IA – Winter 2009
- Iowa Association of School Boards – Annual Convention Pre-Conference – School Finance Boot Camp – Winter 2009
- Wallace Foundation Grantees Conference – Building and Sustaining Coherent Systems of Leadership – Washington, DC – Fall 2009
- Professional Learning Community Conference – Las Vegas, NV – Fall 2009
- SAI Fall Conference - Des Moines, IA – Fall 2000-2003, 2005-2010
- Transitioning Schools to the 21<sup>st</sup> Century – Dr. Scott McLeod Presenter – Johnston, IA – Fall 2008, Winter 2009 and Spring 2009
- National Association of Secondary School Principals (NAASSP) National Convention – SAI Representative – San Diego, CA – Spring 2009
- Iowa Association of School Boards – Annual Convention – Des Moines, IA – Fall 2008
- Response to Intervention (RtI) – Regional Summit – Follow-Up to National Summit – Chicago, IL – Fall 2008
- Suburban School Superintendents – Mentor-Mentee – Summer Session – Chicago, IL – Summer 2008
- Leadership Summit – Representative for SAI and NAASSP – Washington, DC – Summer 2008
- Summer Conference on Differentiated Instruction, Understanding by Design, and What Works in Schools – ASCD – Nashville, TN – Summer 2008
- NAASSP National Convention – SAI Representative – San Antonio, TX – Spring 2008
- Response to Intervention (RtI) – National Summit – Central Office Representative for the Iowa Delegation – Washington, DC – Winter 2007
- Wallace Foundation Grantees Conference – The Role of Building Leadership in Initiating and Sustaining Change – New York, NY – Fall 2007
- Wallace Foundation Grantees Conference – Building High Quality Principal Evaluation Systems – Washington, D.C. – Spring 2007
- NAASSP National Convention – SAI Representative – Las Vegas, NV – Spring 2007

- Cisco Systems – 21<sup>st</sup> Work Skills and Voice Over IP Systems – Winter 2007
- Wallace Foundation Grantees Conference – St. Louis, MO – Fall 2006
- Midwest Regional Middle Level Conference – Ames, IA – Fall 2006
- FINE Foundation – Fall Conference – Using Research-Based Strategies to Increase Student Achievement – Des Moines, IA – 2005
- Effective Leadership Strategies that Impact Student Achievement – McREL Seminar – Clive, IA – Fall 2005
- State Principal Leadership Summit – Washington, DC – Spring 2004
- NASSP National Convention – Orlando, FL – Spring 2004
- Character Counts – Two-Day Training – West Des Moines, IA – Spring 2004
- Three-Minute Walk-Through Revised Training – Waukee, IA – Spring 2004
- Midwest Regional Middle Level Conference – Ames, IA – Fall 2003

## REFERENCES

Mr. Paul Breitbarth – Board President  
 Saydel Community School District  
 Des Moines, IA 50313  
 (C) 515-979-6265  
 (O) 515-289-0989  
 (H) 515-289-2693

Mr. Brian Bowman – Board Vice-President  
 Saydel Community School District  
 Des Moines, IA 50313  
 (C) 515-314-2357  
 (O) 515-229-2762  
 (H) 515-289-0209

Mr. Jerry Ripperger – Board President  
 Waukee Community School District  
 Waukee, IA 50263  
 (C) 515-401-7514  
 (O) 515-273-9393  
 (H) 515-987-5772

Ms. Rich Wilson  
 Saydel Education Association President/Middle School Science Teacher  
 Saydel Community School District  
 Des Moines, IA 50313  
 (O) 515-264-0866

Dr. David Wilkerson – Superintendent  
 Waukee Community School District  
 Waukee, IA 50263  
 (C) 515-321-0326  
 (O) 515-987-5161 x4507

(H) 515-993-4620

Dr. Troyce Fisher – Director – Wallace Grant  
Former Executive Director – School Administrators of Iowa  
Clive, IA 50325

(C) 515-249-1813

(O) 515-267-1115

### **CREDENTIALS**

Provided as a part of the application process.



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

October 29, 2007

Ms. Dee Ann Crozier  
1024 Canterbury Drive  
Burlington, IA 52601

Dear Dee Ann,

The Graduate Studies Committee has approved your appointment as an instructor at Viterbo University for *Educ 809 School, Family and Community Relations*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

Enclosure  
SMF:lh

cc: Chris Valenti  
John Della Vedova

**DEE ANN M. CROZIER**

1024 Canterbury Drive  
Burlington, IA 52601  
(319) 752-2151

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**EDUCATIONAL  
BACKGROUND**

May, 2004 - Superintendent Certificate University of Northern Iowa, Cedar Falls, IA

May, 2003 - K-12 Administrative Endorsement, Viterbo University, La Cross, WI

May, 1999 - Masters of Arts Degree in K-12 Counseling, Wayne State College, Wayne, NE.

May, 1990 - Bachelor of Arts Degree in Elementary Education, Reading Endorsement, Buena Vista College, Storm Lake, Iowa

May, 1989 - Associate of Arts Degree in Arts and Science, Indian Hills Community College, Ottumwa, Iowa

May, 1980 - Secretarial Science Certificate Graceland College, Lamoni, Iowa

**CERTIFICATION  
AREAS**

State of Iowa: PK-12 Principal, PK-Special Education Supervisor, Evaluator, K-6 Elementary Teacher, K-8 Reading, K-12 Counselor

**ADMINISTRATIVE  
EXPERIENCE**

August 2005 to Present - West Burlington Elementary K-6 Principal, West Burlington, Iowa

August 2001 to 2005 - Keokuk Middle Community Schools Director Kid Zone/BLAST, K-8 Before & After School Program, Keokuk, Iowa

**TEACHING  
EXPERIENCE**

August 1998 to 2001 - Keokuk Middle School Middle School Counselor (6-8), Keokuk, Iowa

August 1997 to 1998 - Keokuk Elementary Schools Elementary Counselor (K-5), Keokuk, Iowa

August 1993 to May 1997 - Keokuk Middle School Middle School Reading and Language Arts Teacher, Keokuk, Iowa

August 1990 to May 1993 - Marquette Elementary School Self Contained Sixth Grade Teacher, St. Paul, Iowa

**DEE ANN M. CROZIER**  
1024 Canterbury Drive  
Burlington, Iowa 52601  
(319) 752-2151

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**PROFESSIONAL  
STAFF  
DEVELOPMENT  
INSTRUCTOR**

Great River Area Education Agency  
Drake, University  
Introduction to the iMac  
Macintosh for the Educator  
Technology Coaches I  
iMovie  
Electronic Grade book  
Understanding by Design  
PowerSchool/PowerGrade  
Differentiated Instruction/Essential Questions

Viterbo University  
School Politics & Community Relations

**PROFESSIONAL  
COMMITTEES**

2006 to Present - IWC Advisory Board  
Iowa Wesleyan College, Mt. Pleasant, Iowa

2000 to 2005 - Comprehensive School Improvement  
Team, Keokuk Community School District, Keokuk, Iowa

1998 to 2005 - Lee County Career Consortium  
Lee County Development Corporation, Keokuk, Iowa

1998 to 2005 - Keokuk Chamber Education Committee  
Keokuk Community Schools, Keokuk, Iowa

1995 to 1999 - District Technology Committee  
Keokuk Community Schools, Keokuk, Iowa

1994 to 1999 - Assessment Cadre  
Keokuk Community Schools, Keokuk, Iowa

**PROFESSIONAL  
ASSOCIATIONS**

2001 to Present - School Administrators of Iowa

2001 to Present - Association of Supervision and  
Curriculum Development

**DEE ANN M. CROZIER**

1024 Canterbury Drive  
Burlington, Iowa 52601  
(319) 752-2151

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1997 to 2001 - Iowa Counseling Association  
1990 to 1998 - International Reading Association  
1990 to 1998 - Iowa Reading Association  
1990 to 1998 - Lee County Reading Council  
1993-94 President, Lee County Reading Council  
1992-93 - President Elect, Lee County Reading Council  
Promoted Literacy in Lee County through the following activities: Leadership Grant to promote membership and participation in the Lee County Reading Council.  
Organized a Mini Reading Conference attended by 120 area teachers, February 20, 1993, Mt. Pleasant.

**REFERENCES**

Jim Sleister, Superintendent  
West Burlington Independent Schools  
West Burlington, Iowa 52655  
(319)752-8747

Jane Babcock, Superintendent  
Keokuk Community School District  
Keokuk, Iowa 52632  
(319) 524-1402

Steve Carman, Principal  
Keokuk Middle School  
Keokuk, Iowa 52632  
(319) 524-37371

Dr. Lora Wolff, Assistant Superintendent  
Keokuk Community School District  
Keokuk, Iowa 52632  
(319) 524-1402



June 15 2009

Mr. Joe Crozier  
520 Chestnut Dr  
Robins, IA 52328

Dear Joe,

The course *Leadership for Learning Foundations* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

Susan S. Batell, Ph.D.  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601  
(608)796-3382  
ssbatell@viterbo.edu



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

## Joseph M. Crozier

### EDUCATION:

Drake University, Des Moines, Iowa; Ed.S., Education Administration

Truman State University, Kirksville, Missouri; M.A., 1987, Education Administration

Graceland University, Des Moines, Iowa; B.A., 1982, Secondary Education

### LICENSURE:

Permanent Professional teaching license

Professional Administrator license; principal and superintendent endorsements

AEA Administrator license

### PROFESSIONAL EXPERIENCE:

2002-Present Great River Area Education Agency, Burlington, Iowa  
Chief Administrator

1999-2002 Central Lee Community Schools, Donnellson, Iowa  
Superintendent

1991-1999 Central Lee Community Schools, Donnellson, Iowa  
K-5 Principal

1988-1991 Harmony Community Schools, Bonaparte, Iowa  
K-8 Principal

1987-1988 Hedrick Community Schools  
K-12 Principal

1982-1987 Wayne Community Schools  
Teacher, grades 9-12

### PUBLICATIONS:

Crozier, Joseph M. (2004). *Old Problem, New Opportunity, On The Riverfront.*

Crozier, Joseph M. (2003). *Less is More, On the Riverfront.*

Crozier, Joseph M. (2003). *Leadership – Putting Theory Into Practice. It's All About Breakthrough, At the Top.*

Crozier, Joseph M. (2003). *Developing Leadership Skills to Confront the Brutal Facts, At the Top.*

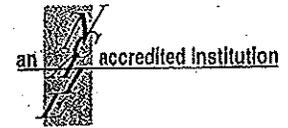
Crozier, Joseph M. (2003). *No Child Left Behind, A Lofty Goal, Ed-Line.*

**RELATED PROFESSIONAL AND SCHOLARLY ACTIVITIES:**

- Viterbo University – Leadership
- Drake University – Human Relations, Technology Courses
- Great River Area Education Agency – Technology Courses
- Marycrest University – Human Relations
- School Administrators of Iowa, Vice President, 2004-2005
- AEA Chief Administrators Association, President 2005-2006
- Iowa Association of School Boards, Advisory Committee, 2004-2005
- State of Iowa Superintendent’s Advisory Committee, 2003-2004
- School Administrators of Iowa,, Executive Committee, 2000-2002
- Chair, AEA 16 Superintendent’s Committee, 2000-2001
- State of Iowa Superintendent’s Advisory Committee, 2000-2001
- Department of Education, AEA 16 Accreditation Team Member, 2000-2001
- School Administrators of Iowa Representative Council, 1999-2002
- Great River AEA Advisory Committee, 1997-Present
- School Administrators of Iowa – Elementary Principal’s Workshop Planning Committee, 1998
- School Administrators of Iowa – Elementary Principal of the Year Selection Committee, 1997
- School Administrators of Iowa, Representative Council, 1995-1997
- School Administrators of Iowa, District 16 Elementary Principal of the Year, 1996
- Department of Education, Title I Ad hoc Advisory Committee, 1994

**PROFESSIONAL MEMBERSHIPS:**

- Association of Education Service Agencies, 2001-Present
- American Association of School Administrators, 1999-Present
- School Administrators of Iowa, 1987-Present
- International Society for Technology in Education, 1994-1999
- Lee County Reading Council, 1991-1999
- Iowa Reading Association, 1991-1999



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

May 1, 2007

Mr. Jason Ellingson  
4107 Crestmoor Ave  
Ames, IA 50010

Dear Jason,

The Graduate Studies Committee has approved your appointment as an instructor at Viterbo University for *Leadership for Curriculum, Instruction, and Assessment*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:lh

cc: Chris Valenti  
Earl Bridgewater

# JASON MICHAEL ELLINGSON

## HOME

4107 Crestmoor Avenue  
Ames, Iowa 50010  
(515) 233-2425  
jasonellingson@yahoo.com

## WORK

400 Metcalf Street  
Maxwell, Iowa 50161  
(515) 387-1115  
jellingson@collins-maxwell.k12.ia.us

## EDUCATION

### **Doctorate of Education**

University of Northern Iowa; anticipated fall 2011 (currently ABD)

### **Advanced Studies Certificate – Superintendency**

University of Northern Iowa; January 2008

### **Master's in Education**

Viterbo University; July 2004

Endorsement: Administration, Viterbo University

Evaluator Approval: Completed through Viterbo University

### **Bachelor of Arts**

Iowa State University; May 1998

Major: English (with secondary educational endorsement)

Certification: English as a Second Language, K-12

Minor: Educational Computing

## LEADERSHIP EXPERIENCE

### **Superintendent / Curriculum Director** (July 1, 2009 – present)

Collins-Maxwell Middle School; Maxwell, Iowa

- Develops and articulates a clear vision of educational excellence for the district
- Promotes student learning as the center of all district work
- Collaborates with administration and teachers on implementing effective evidence-based instructional practices
- Provides guidance and information to the board
- Fosters two-way communication to inform community stakeholders and to represent their views
- Supervises and utilizes school finances to maintain efficient and effective school programming
- Collaborates with board, staff, and community to provide quality facilities
- Challenges assumptions of board, community, staff and students to improve our learning system

### **Middle School Principal / K-12 Curriculum Director** (July 1, 2006 – June 30, 2009)

Collins-Maxwell Middle School; Maxwell, Iowa

- Monitors and assesses student growth and achievement
- Plans, organizes, and delivers district professional development sessions
- Reviews current research and best practices in curriculum and instruction
- Coordinates district assessment program
- Evaluates teaching and associate staff
- Works with superintendent to deliver and evaluate special education services

- Maintains responsibility for delivery of district programs

**Associate Principal** (July 1, 2004 – June 30, 2006)

Roosevelt Middle School; Mason City, Iowa

- Primarily responsible for student interaction and discipline
- Led weekly building staff development
- Led district middle school reading/language arts committee to develop relevant curriculum and assessments
- Led district middle school media/technology committee to develop curriculum and NCLB technology literacy assessments by fall 2006
- Evaluated staff as part of district evaluation process
- Observed instructional strategies through walk-through model
- Worked with building organization and management – scheduling, budget, facility maintenance

#### CAREER RELATED EXPERIENCE

**Adjunct Instructor, Master's of Educational Leadership Program**

Viterbo University; West Des Moines, Iowa

- Leadership for Curriculum, Instruction and Assessment (Fall 2007 - present)
- Iowa Evaluator Approval Training Program (Spring 2008 – present)

**Language Arts teacher, eighth grade** (August 1, 1999 -- June 30, 2004)

Anson Middle School; Marshalltown, Iowa

- Worked to develop content standards and benchmarks
- Implemented district assessment for reading comprehension
- Implemented Six Traits of Writing into instruction
- Led action team to develop core reading strategies for instruction
- Eighth grade team leader, 1999-2004

**Computer Teacher** (August 1, 1998 – July 31, 1999)

Roosevelt and John Adams Middle Schools; Mason City, Iowa

- Organized technology staff development programs
- Developed focus on English skills in computer activities
- Provided technology support for the district's middle school writing assessments
- Worked with district instructional management program (IM Series<sup>®</sup>)

#### PROFESSIONAL AFFILIATIONS AND SERVICE

- Member, Department of Education site visits
  - Colo-NESCO (2010), Madrid (2010), Gilbert (2008), Earlham (2006), Clarion-Goldfield (2006)
- Member
  - ASCD (August 2004 – present)
  - Heartland AEA Curriculum Network Advisory Council (January 2008 – present)
  - Iowa ASCD (August 2007 – present)
    - Board member, 2009 - present
  - Mid-Iowa School Improvement Consortium (August 2007 – present)
    - Board president, August 2009-present
    - Board member, August 2007 - present
  - School Administrators of Iowa (August 2004 – present)

#### PROFESSIONAL INTERESTS

- Standards-based education
- Differentiated Instruction / Differentiated Assessment
- Constructivist Classrooms
- Instructional Technology
- Curriculum Integration
- Brain-based learning

#### REFERENCES

**Lowell Crouse**

Collins-Maxwell Board President  
900 Rock Creek Drive  
Maxwell, Iowa 50161  
(515) 387-9530

**Sheila King**

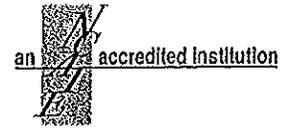
Executive Director of District Partnerships  
Heartland AEA 11  
6445 Corporate Drive  
Johnston, Iowa 50131  
(515) 270-9030 x14386

**Susan Pecinovsky**

Co-Instructor, Viterbo University  
Marshalltown CSD  
317 Columbus Drive  
Marshalltown, Iowa 50158  
Work: (641) 754-1000

**Jon Richards**

6-12 Principal  
Collins-Maxwell Schools  
400 Metcalf Street  
Maxwell, Iowa 50161  
Work: (515) 387-1115



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

February 29, 2008

Ms. Katie Gavin  
22054 210<sup>th</sup> Street  
Keosauqua, IA 52565

Dear Katie,

The course *Leaders in Education* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:lh

cc: Chris Valenti  
John Della Vedova

## KATHLEEN J. GAVIN

407 South Gunnison Street  
Burlington, IA 52601  
319/753-6561 Work  
319/752-4302 Home  
[kgavin@aeal6.k12.ia.us](mailto:kgavin@aeal6.k12.ia.us)

### Experience

---

July 1, 2006 to Present

Burlington, IA

*Professional Development Coordinator for Great River AEA #16*

- Implement Agency professional development plan that provides a full range of learning opportunities for AEA and LEA staff
- Serve as the license renewal consultant for educators in AEA 16.
- Facilitate onsite endorsement and graduate degree programs.
- Facilitate mandatory trainings for AEA and LEA staff and monitor compliance for AEA staff.
- Monitor professional development budget.
- Establish, implement and evaluate professional development activities in response to research based best practices and changing client needs
- Manage and maintain records systems to provide efficient, accurate and current data.
- Chair Professional Development Advisory Committee
- Actively communicates with clients via *On the River Front*, web page, newsletters, and networking.
- Supervise and evaluate Professional Development Registrar.
- Assist with voluntary merger decisions for AEA 15 and AEA 16

August 2002-June 2006

Burlington, IA

*Burlington Notre Dame Schools, Inc. Elementary Principal*

- Oversaw 35 staff members and over 350 students in a preschool through 6<sup>th</sup> grade setting.
- Responsible for staff professional development.
- Maintained State of Iowa school accreditation standards.
- Facilitated curriculum mapping, essential leanings, and standards based instruction.
- Served on local Board of Education, Recruitment and Retention committee, Finance committee.
- Oversaw a \$1.8 million budget annually.
- Set goals for school improvement.
- Responsible for all new staff hiring.
- Recruited new families for elementary enrollment growth

August 1997-August 2002

Cedar Falls, IA

*Classroom teacher at St. Patrick School*

- Taught Kindergarten, and 7-8<sup>th</sup> grades.
- Served on committees for curriculum, faith and hiring of new staff.
- Negotiated staff pay increases

#### Education

- 
- |            |                                                                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------|
| 1999 -2002 | University of Northern Iowa Cedar Falls, IA                                                                                  |
|            | • Masters of Education with 3.97 GPA                                                                                         |
| 1994-1996  | University of Northern Iowa Cedar Falls, IA                                                                                  |
|            | • Bachelor of Arts degree in Early Childhood Development and Elementary Education with an emphasis in Social Sciences        |
| 1991-1992  | University of Colorado Colorado Springs, CO                                                                                  |
|            | • Worked under a Psychology major and a Business Administration minor with my goal to be accepted into the Education College |
| June 1991  | Fargo South High School Fargo, ND                                                                                            |
|            | • Graduated from Fargo South High School                                                                                     |

#### Community Involvement

- 
- Served on Diocesan Board of Education for the Davenport Diocese
  - Served on the Keokuk Deanery
  - Active member of St. John's and Paul's Church in Burlington, IA
  - Member SAI, ASCD, ISDC

[KGAVIN@AEA16.KI2.IA.US.US](mailto:KGAVIN@AEA16.KI2.IA.US.US) 319/753-6561 EXT. 1267



November 23, 2009

Ms. Michelle Lettington  
9085 Lake Court  
West Des Moines, IA 50026

Dear Michelle,

The Graduate Studies Committee has approved your appointment as an instructor at Viterbo University for *Leadership for Learning: Management*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384

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

**Michelle Lettington**  
9085 Lake Court  
West Des Moines, Iowa 50026

Home: 515-978-6551  
[m.lettington@q.com](mailto:m.lettington@q.com)

Work: 515-987-3363  
[mlettington@waukee.k12.ia.us](mailto:mlettington@waukee.k12.ia.us)

**Professional Objective:** To continue growing professionally as an instructional leader

**Qualifications:**

- Motivated, enthusiastic, and committed to excellence in education for all stakeholders
- Excellent organizational, communication, and interpersonal skills
- Dedicated, self-directed, and resourceful to fulfill desired vision, mission, and improvement goals

**Education:**

<b>Viterbo University</b> <i>PK-12 Principal and Evaluator License</i>	May 2004
<b>Viterbo University</b> <i>Master of Arts in Elementary Education</i>	Summer 2000
<b>University of Northern Iowa</b> <i>Bachelor of Arts in Early Childhood/Elementary Education</i>	December 1993

**Experiences:**

<b>Maple Grove Elementary, Waukee Community School District</b> <ul style="list-style-type: none"><li>• Principal</li></ul>	2007-Present
<b>Terrace Elementary, Ankeny Community School District</b> <ul style="list-style-type: none"><li>• Principal</li></ul>	2005-2007
<b>Northeast Elementary &amp; Westwood Elementary, Ankeny Community School District</b> <ul style="list-style-type: none"><li>• Assistant principal</li></ul>	2004-2005
<b>James B. Morris Elementary, Des Moines Public School District</b> <ul style="list-style-type: none"><li>• Dean of students</li></ul>	2003-2004
<b>Brookview Elementary, Waukee Community School District</b> <ul style="list-style-type: none"><li>• Fifth grade self-contained education teacher</li><li>• Collaborative, co-teaching classroom</li></ul>	2001-2003
<b>Waukee Elementary, Waukee Community School District</b> <ul style="list-style-type: none"><li>• Fifth grade self-contained education teacher</li><li>• Collaborative, co-teaching classroom</li><li>• SCI associate for elementary grades</li></ul>	1994-2001

**Leadership:**

- Collaborates with staff to establish building improvement goals, to support implementation of targeted action steps, and to monitor growth by analyzing data
- Participates in professional development focused on improved instructional practices and leadership responsibilities to impact student achievement
- Collaborates with other professionals using the a problem solving process to meet individual student needs
- Partners with families, AEA staff, and teachers to properly develop and monitor individual education plans
- Facilitates a building leadership team for shared decision-making
- Hires, evaluates, and coaches classified and certified staff
- Maintains positive relationships with business partners, PTO, and Parent Advisory Council
- Participates on the School Improvement Advisory Committee
- Handles office referrals using a problem solving approach and parental involvement
- Participates in a variety of daily administrative tasks to ensure a safe and nurturing climate for learning
- Mentoring aspiring administrators and new administrators through SAI

**Professional Organizations:**

School Administrators of Iowa  
Association for Supervision and Curriculum Development

National Association of Elementary School Principals  
International Reading Association

**References:**

**Dr. Dave Wilkerson**  
*Superintendent*  
Waukee Community School District  
560 SE University  
Waukee, Iowa 50263  
515-987-5161

**Dr. Brad Buck**  
*Associate Superintendent*  
Waukee Community School District  
560 SE University  
Waukee, Iowa 50263  
515-987-5161

**Dr. Bruce Kimpston**  
*Associate Superintendent*  
Waukee Community School District  
560 SE University  
Waukee, Iowa 50263  
515-987-5161

**Roxanne Cumings**  
*Director of Student Services*  
Waukee Community School District  
560 SE University  
Waukee, Iowa 50263  
515-987-5161



July 21, 2009

Mr. Roger Osborn  
425 NW Bramble Road  
Ankeny, IA 50023

Dear Roger,

The Graduate Studies Committee has approved your appointment as an instructor at Viterbo University for *Theories of Motivation for Learning: Children and Adults*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program. Please send an official transcript showing us that you have completed a graduate level program.

We look forward to a long and mutually beneficial relationship.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384



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

# **Roger Scott Osborn**

425 NW Bramble Road  
Ankeny, IA 50023  
515-964-1151 (H)  
515-720-6955 (C)  
osborn.rs@gmail.com

---

## **Education**

- PK – 8 Administrative Licensure, 1986  
Drake University, Des Moines, IA  
Emphasis: Educational Leadership
- Bachelors of Arts, 1970  
University of Northern Iowa, Cedar Falls, IA  
Major: Secondary Mathematics  
Minor: Business Education
- Masters of Education, 1976  
Truman State University, Kirksville, MO  
Major: Secondary Educational Administration

## **Educational Experience**

- Principal–Northview Middle School, Ankeny, IA (1996-2009)
  - Chaired committee to design, build, and open Iowa’s first 8/9 middle school
  - Chaired leadership team to develop mission, policies, procedures for new grade configuration
  - Facilitated development of RTI (Response to Intervention) program receiving state and national recognition
  - Facilitated school reconfiguration to block scheduling
  - Facilitated school-wide wellness program including a re-structured physical education and health program
  - Led teacher teams in development of professional learning communities
- Principal–Parkview Middle School, Ankeny, IA (1990-1996)
  - Lead transition from traditional junior high to middle school delivery
  - Chaired committees to expand building and implement teaming structure
  - Organized and facilitated a central Iowa middle school principal support group
- Assistant Principal–Parkview Junior High School, Ankeny, IA (1986-1990)
  - Lead school team in preparation for NCA visit
  - Student leadership sponsor
  - Maintained discipline and served as support for head principal for 600 students
- Secondary Mathematics Teacher – Ankeny Schools, Ankeny, IA (1970-1986)
  - Taught all grade levels of secondary mathematics
  - Served as department chair at both junior high and high school level
  - Head Boys Varsity Track and Cross Country Coach

## **Activities and Honors**

- Iowa Middle School Principal of the Year, 1998
- Iowa Administrator Award from Iowa Bandmasters, 1997
- Iowa High School Athletic Association Administrators Award, 2006
- Inducted into Iowa Girls High School Basketball Coaches Officials Hall of Fame, 1996
- Drake Relays Executive Committee Chairman, 2004, 2005

## **Related Experiences**

- Presented at National Association of School Psychologist Conference
- Presented at United States Department of Education Regional Workshop on RTI strategies
- Presented at School Administrators of Iowa Conference
- Workshop instructor at various AEA 11 professional development sessions on teaming, scheduling, and leadership
- Chaired district-wide committee on school facility planning in Ankeny for two new building constructions
- Served as an administrative mentor for several graduate candidates from various universities
- Mentored and trained seven assistant principals
- Served as a state-wide trainer for school scheduling and administrative software

## **Licensures**

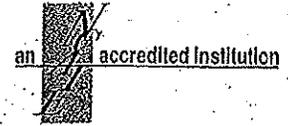
- PK-12 Administrator
- Evaluator Level II (expires 2014)
- Mandatory Reporter: Child and Dependent Adult Abuse (expires 2014)
- 7-12 Mathematics, Business, Behavioral Disorders
- K-12 Athletic Coach

## **References**

Dr. Ben Norman  
Superintendent of Schools (Retired)  
Ankeny School Schools  
Ankeny, IA 50021  
Home: 515-964-7604

Dr. Matthew Wendt  
Superintendent of Schools  
Ankeny Community Schools  
Ankeny, IA 50021  
Work: 515-965-9600

Dr. Veronica Stalker  
Superintendent of Schools (Retired)  
Ankeny Community Schools  
Ankeny, IA 50021  
Home: 515-267-247



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

April 7, 2006

Ms. Susan Pecinovsky  
5379 South Shore Dr  
Clear Lake, IA 50428

Dear Susan,

The course *6 + 1 Traits of Writing* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:mr

cc: Chris Valenti  
Earl Bridgewater

## **Susan A. Pecinovsky**

3102 Beckley Street

Ames, Iowa 50010

1.641.425.1209

[suanddu@mchsi.com](mailto:suanddu@mchsi.com)

### **PROFESSIONAL GOALS**

- Provide leadership in developing the collective capacity of all stakeholders to achieve the vision of the organization.
- Provide leadership in the development of an effective infrastructure, including the fiscal plan, that maximizes students' and the organization's potential.
- Provide leadership in the development of success for all involved in lifelong learning.
- Establish and maintain an educational atmosphere that fosters effective and efficient learning and teaching environments.
- Motivate and develop all stakeholders, resulting in effective individual and organizational growth.
- Maximize student achievement through alignment of methodology, resources, and assessment with the intended learning.

### **EDUCATION**

Superintendent Endorsement (Ed.S.)

Drake University, Des Moines, Iowa, May 2008

Doctorate of Education (Ed.D.)/Curriculum and Instruction

University of Northern Iowa, Cedar Falls, May 2005

Master of Science (M.S.)/Educational Leadership

Drake University, Des Moines, Iowa, June 1997

Bachelor of Arts (B.A.)/English Education

University of Northern Iowa, Cedar Falls, Iowa, June 1992

### **PROFESSIONAL EXPERIENCE**

#### **2010-Present**

*Associate Superintendent of Student Achievement*

Marshalltown Community School District, Marshalltown, IA

#### **2007-2010**

*Executive Director of Curriculum and Instruction*

Ames Community School District, Ames, IA

Provide leadership and support as the administrator for the K-12 curriculum, instruction and assessment program and services

#### Major Roles and Responsibilities

*Administrator, Ames Community School District (ACSD)*

- Provide leadership and support to design, develop and implement an educational system that supports a diverse student population in reaching their potential

## SUSAN PECINOVSKY, PROFESSIONAL RESUME, PAGE 2

- Leadership capacity in research-based best practices and technical expertise in the areas of curriculum, instruction and assessment to support the team members charged with providing leadership for teaching and learning
- Leadership capacity to support, supervise, evaluate and allocate resources efficiently and effectively to support five staff members in the Curriculum and Instruction Department
- Develop and manage the Department budget, including categorical funding and reporting requirements, that support the most efficient and effective use of resources to support student learning

### *Administrative Lead, ACSD*

- Curriculum and Instruction Team: Collaborate with the Director of Special Education, Coordinator of Alternative Learning Program, Coordinator of Extended Learning Program, Heartland Partnership Director, Curriculum and Instruction Department, and the building leadership in curriculum and program development, implementation and evaluation
- Professional Development: Coordinate the design, delivery and implementation of both the annual and long-term professional development plan for teachers and administrators, including a Teacher Mentoring and Induction Program, Administrator Data Consultations and the Quality Instruction Leadership Teams
- Assessment Systems: Coordinate the design, delivery and implementation of a data-driven orientation to curriculum, instruction, programs, and professional development decisions, including the Instructional Decision Making Model (IDM), both informal and formal data collection processes, the Administrator Data Consultations and the Administrator Walk-Through Process
- Comprehensive Assessment Systems: Coordinate and monitor all administration procedures, data displays, data analyses, required reporting documents and stakeholder reporting processes for the Comprehensive Assessment System
- Curriculum Renewal Procedures: Monitor and evaluate the Curriculum Renewal Procedures, including program reviews, purchasing of curriculum materials, and development of curriculum, curriculum writing and monitoring the impact of curriculum changes on student learning
- School Improvement: Collaborate with the ACSD administration, the AEA system, the Iowa Department of Education, the Curriculum and Instruction Department in the development, design, implementation and monitoring of the Comprehensive School Improvement Plan (CSIP), Individuals with Disabilities Education Act (IDEA), No Child Left Behind (NCLB) and the Annual Progress Report (APR) as well as other legislative requirements that impact the teaching and learning system
- Iowa Core Curriculum Team: Provide guidance and support in the design and delivery of the Iowa Core Curriculum, including the self-study, the implementation plan, the monitoring and the reporting requirements
- Teacher Quality Committee: Provide guidance and support in the resource allocation, design, delivery and monitoring of the Teacher Quality Funding as it pertains to improving the quality of the classroom teacher

## SUSAN PECINOVSKY, PROFESSIONAL RESUME, PAGE 3

- School Improvement Advisory Committee: Coordinate the efforts of this committee to monitor student achievement, including the Annual Improvement Goals and the recommendation to the School Board
- Instructional Technology Integration: Work in collaboration with the Director of Technology and the Curriculum and Instruction Team to allocate resources that will most efficiently and effectively integrate technology to further the vision of student learning; including, but not limited to, the use of "Curriculum Mapper" to provide a guaranteed and viable curriculum, "Plato" and "Achieve 3000" to provide opportunities for credit recovery and differentiated reading materials for the at-risk students, "document cameras" to support the implementation of Everyday Mathematics and on-line options for student and teacher curriculum materials

### *Administrative Liaison, ACSD*

- Research Request and Partnerships: Review and approve all instructional research requests, instructional programming requests, and instructional partnership requests; such as the partnership with Iowa State University and the ACSD Summer School Program, Iowa State University and the National Science Foundation Grant, Iowa State University and the ACSD Teacher Mentoring Program, Iowa State University and the University of Iowa: Science Heuristic Writing Grant and serving as a panel member for the Iowa State University: Department of Curriculum Accreditation Panel.
- School Board: Serve as liaison between the Administration, the School Board and the community through the reporting, presenting and disseminating of information that impacts students learning

### *Member*

- Iowa Statewide Support Team: Participating member of the State team that develops, delivers and implements the Iowa Support System Structure: lead for monitoring and evaluation

## **2004-2007**

### *Area Coordinator of Educational Services*

AEA 267, Clear Lake, IA

Provide leadership and support as the administrator for Educational Services in the Clear Lake Regional Office

### Major Roles and Responsibilities

#### *Administrator, AEA 267, Clear Lake Regional Office*

- Leadership capacity to support, supervise and evaluate ten consultants and two support staff in the Educational Services Division of the Clear Lake Office

#### *Administrative Lead, AEA 267*

- Curriculum/Instruction/Assessment: Leadership capacity in research-based best practices and technical expertise in the areas of curriculum, instruction and assessment to support the consultants in AEA 267 charged with providing leadership for teaching and learning

## SUSAN PECINOVSKY, PROFESSIONAL RESUME, PAGE 4

- School Improvement: Leadership capacity in the federal and state legislative requirements; NCLB, IDEA, CSIP, IDPM and their link to improved student learning
- SINA Support Team: Provide leadership in the development, delivery and implementation of the Iowa Department of Education's Statewide Support System for Agency staff and AEA 267 schools designated in need of assistance
- Literacy: Leadership capacity and technical expertise to support the Literacy Consultants in the Educational Services Division of AEA 267

### ***Lead Professional Developer***

- McREL's Balanced Leadership: Provide learning opportunities for school leaders in the *Balanced Leadership Framework* and McREL's research base
- Iowa Evaluator Approval Training: Program II, Principal Renewal: Provide evaluators of teachers with increased knowledge of the Iowa Standards for Teachers, best practices in evaluation of teachers, increased skills in coaching and formal evaluation of teachers
- Iowa Evaluator Approval Training: Program II, Superintendent Renewal: Provide evaluators of principals and other administrators with increased knowledge of the Iowa Standards for School Leaders, best practices in evaluation of principals, skills in coaching and formal evaluation of principals

### ***Member***

- Iowa Statewide Support Team: Participating member of the State team that develops, delivers and implements the Iowa Support System Structure
- AEA 267 Design Team: Participating member of the Agency team that develops, designs, implements and evaluates the Comprehensive Improvement Plan
- Across Service Area Professional Development Team (ASAP): Participating member in the system work necessary to develop and implement Agency-wide professional development experiences effectively and efficiently
- Iowa Model Core Curriculum Lead Team: Participating member of the Lead Team that developed the Model Core Curriculum in reading, mathematics and science in response to Iowa Senate File 245
- Iowa Design Team for Districts In Need of Assistance: Participating member of the Design Team that is developing the statewide support system for districts designated in need of assistance in response to the Reauthorization of the Elementary and Secondary Education Act (NCLB)

**1996-2003**

### ***Consultant for School Improvement***

AEA 267 (formerly Northern Trails Area Education Agency, AEA2),  
Clear Lake, IA

Provide leadership and service in support of the school improvement efforts of 24 school districts in north Iowa

### **Major Roles and Responsibilities**

***School Contact, AEA 267 Schools***

- Provide technical expertise to assigned school districts in local development, implementation and monitoring of school improvement efforts in a standards-referenced system

*Lead Professional Developer, AEA 267*

- Curriculum/Instruction/Assessment: Leadership capacity in the development and facilitation of a monthly network meeting of research-based best practices and technical assistance for Agency and district personnel charged with local leadership for teaching and learning
- Collaborative Learning Opportunities: Leadership capacity in the development and facilitation of monthly in-depth learning opportunities for agency and school district personnel around federal and state legislative requirements, NCLB, CSIP and the APRs

*Core Service Team Leader*

- Curriculum Development Core Service Area: Provide leadership and technical expertise in the writing, organization and presentation of the materials necessary to fulfill the requirements for Northern Trails Accreditation in the core service area of curriculum

*Member*

- Iowa Collaborative Assessment Module (ICAM) Team: Participated as a member of the team that designed, developed and implemented the ICAMs as a multiple measure in the area of reading for the Iowa Department of Education

*Team Leader*

- Iowa Technical Adequacy Project: Leadership capacity in the implementation of the Iowa Department of Education's technical adequacy project for Area Two schools
- Curriculum Innovation Configuration Team: Leadership capacity in the development of the curriculum, instruction and assessment innovation configuration maps for Area Two schools

*Facilitator*

- Area Two Middle School Principals' Network: Leadership capacity and facilitation of monthly network meetings for Area Two middle school principals designed to deliver cutting edge research around leadership, teacher mentoring, the middle school concept and the middle level administrator's role in school improvement efforts

1993-1996

*Middle School Language Arts Teacher*

Garner-Hayfield Middle School, Garner, Iowa

Served as a member of a team of middle level educators focused on increasing student achievement

Major Roles and Responsibilities

- 7<sup>th</sup> and 8<sup>th</sup> grade language arts teacher in all-inclusive classroom
- Member of School Improvement Team
- Member of Action Research Team

1992-1993

*Middle School/High School Teacher*

University of Northern Iowa Lab School, Cedar Falls, Iowa

Major Roles and Responsibilities

- 8<sup>th</sup> grade language arts and 10<sup>th</sup> grade communications teacher

## PROFESSIONAL DEVELOPMENT AND TRAINING

- Iowa Core Curriculum Leadership Team Training, 2008-Present, Iowa Department of Education
- Nationally Certified: Fierce Conversations Professional Developer, 2007-2008
- Nationally Certified: Mid-Continent Regional Education Laboratory (McREL) Balanced Leadership Professional Developer, 2006-2007
- Root Cause Analysis: Using Data to Dissolve Problems, Dr. Paul Preuss, 2005-2006
- Crucial and Fierce Conversations, Dr. David Darnell, 2005-2006
- Instructional Practices Inventory, Dr. Jerry Valentine, 2005
- Critical Issues in Urban Special Education: Achieving Adequate Yearly Progress for Students with Disabilities, Harvard Graduate School of Education, 2005
- Conducting Walk-Throughs with Reflective Inquiry to Maximize Student Achievement, Dr. John Van Pelt, 2004
- Assessing Impact: Evaluating Staff Development, Iowa Department of Education, 2003
- Iowa Professional Development Model, Iowa Department of Education, 2003
- Technical Adequacy Project, Iowa Department of Education, 2002-2003
- Quality Tools Training, Iowa Quality Center, 2003
- Balanced Leadership, Mid-Continent Regional Education Laboratory, 2003
- United States Standards Consortia, McREL, 2000-2001
- Designing and Implementing District Wide Assessments, Measured Progress, 2000-2001
- Innovation Configuration Mapping, Dr. Jody Westbrook, 2000
- Applied Control Theory, Dr. Perry Good, 1999-2000
- Quality Classroom Assessments, Assessment Training Institute, 1999
- Working Productively with Adult Conflict, Garmston and Wellman, 1999
- Dimensions of Learning Trainer-of-Trainers, McREL, 1996

## PROFESSIONAL AFFILIATIONS AND NETWORKS

- Adjunct Faculty – Drake University – Superintendent Preparation Program, 2009-Present
- Adjunct Faculty – Viterbo University – Principal Preparation Program, 2007-Present
- Iowa Association for Supervision and Curriculum Development (IASCD) Board Member, President-Elect 2004-2005, President 2005-2006, Past President 2006-2007

## SUSAN PECINOVSKY, PROFESSIONAL RESUME, PAGE 7

- Iowa Support Team, Iowa Department of Education, 2001-Present
- Leadership Council, Association for Supervision and Curriculum Development (ASCD), 2007-2010, 2010-2013
- National Staff Development Council, 2007-Present
- School Administrators of Iowa (SAI), 2000-Present

### OTHER ACHIEVEMENTS

- University of Northern Iowa: Distinguished Dissertation – 2005  
*The Impact of the No Child Left Behind Legislation on School Leadership of Two School Buildings Designated in Need of Improvement: An Agency Theory Perspective*
- Presenter: Iowa ASCD Curriculum Academy – 2005, 2006, 2007, 2008, 2009, 2010
- Presenter: SAI – Principal and Superintendent Mentoring Conference – 2009, 2010
- Published: Where Do the Adolescents Fit in “No Child Left Behind”?  
*Iowa Educational Leadership, November 2003*
- Iowa Governor’s Volunteer Award 2002

### PROFESSIONAL REFERENCES

Dr. Linda Beyea  
Superintendent – Ames Community Schools – until February 2010  
2160 Country Club Blvd.  
Ames, Iowa 50014  
515.292.2155

Dr. David Darnell  
Associate Professor of Education  
Drake University  
123E Education Building  
3206 University Avenue  
Des Moines, Iowa 50311-3802  
515.271.2802  
[david.darnell@drake.edu](mailto:david.darnell@drake.edu)

Jason Ellingson, Ed. S.  
Superintendent  
Collins-Maxwell School District  
400 Metcalf Street  
Maxwell, Iowa 50161  
515.387.1115  
[jellingson@collins-maxwell.k12.ia.us](mailto:jellingson@collins-maxwell.k12.ia.us)

Lou Howell

**SUSAN PECINOVSKY, PROFESSIONAL RESUME, PAGE 8**

Consultant  
2555 Pine Circle  
Urbandale, IA 50322  
515.229.4781  
[L1313@mchsi.com](mailto:L1313@mchsi.com)

Dr. Carol Sensor,  
Special Education Coordinator – Services Improvement Special Programs  
AEA 267  
3712 Cedar Heights Drive  
Cedar Falls, Iowa 50613  
319.273.8241  
[csensor@aea267.k12.ia.us](mailto:csensor@aea267.k12.ia.us)

Dr. Tim Taylor  
Superintendent - Present  
Ames Community School District  
415 Stanton Avenue  
Ames, Iowa 50014  
515.268.6660  
[ttaylor@ames.k12.ia.us](mailto:ttaylor@ames.k12.ia.us)



February 20, 2011

Ms. Barbara Prior  
1000 43<sup>rd</sup> St  
Des Moines, IA 50311

Dear Barbara,

The course *Research for School Improvement* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

Susan S. Batell, Ph.D.  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601  
(608)796-3382  
ssbatell@viterbo.edu



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

**Barbara L Prior**  
1000 43rd Street  
Des Moines, Iowa 50311  
(515) 279-2687

---

### **Professional Experience**

Adjunct Professor—Viterbo University 1996-present  
Consultant—Des Moines Public Schools 2000-2004  
Adjunct Professor—Drake University 1996-1999  
Executive Director—Middle and High School Programs, Des Moines Public Schools 1988-1996  
Principal—East High School, Des Moines, Iowa 1981-1988  
Principal—Brody Junior High, Des Moines, Iowa 1979-1981  
Principal—Franklin Junior High, Des Moines, Iowa 1977-1979  
Vice Principal—Franklin Junior High, Des Moines, Iowa 1974-1977  
Teacher of English, Des Moines, Iowa 1967-1974

### **Education**

Grinnell College—1948  
University of Northern Iowa—1950  
Drake University      BA English—1967  
                                 MSE Secondary Administration—1974  
                                 EdD School Administration—1986

### **Professional Affiliations**

American Association of University Women  
American Association of School Administrators  
Association for Supervision and Curriculum Development  
AASA Curriculum Audit Training  
Des Moines Administrative Association, Administrative Academy  
Delta Kappa Gamma  
Phi Delta Kappa

### **Service**

Japanese-American Close-Up Exchange  
Trainer, Administrative Academy  
Board of Directors, Big Brothers/Big Sisters  
Consultant, University of Texas National High School Study  
ECS Liaison, Iowa  
State Task Force, Iowa's Five-Year Plan for Education  
Board of Directors, Peer Review Court  
Stress Management Seminars, Menninger Trained  
Smaller Learning Communities, Drop-Out Prevention

### **Honors**

IHSPA Administrator of the Year Award  
YWCA, Outstanding Women of Des Moines  
Des Moines Business and Professional Women Award  
DMAA Leader of Leaders

### **Papers Published, Presented**

In-School Suspension Keeps Students Learning, ERS Information Exchange  
Team Building, Des Moines District Staff Development



June 1, 2000

Mr. Todd Prusha  
2873 71<sup>st</sup> St  
Newhall, IA 2315

Dear Todd,

The course *Technology for Teachers* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

Susan S. Batell, Ph.D.  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601  
(608)796-3382  
ssbatell@viterbo.edu



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

# Todd Prusha Ph.D.

400 8<sup>th</sup> Street, Van Horn, IA 52346 319-228-8786 prusha@netins.net

## Objective

Technology, Education and Leadership

## Experience

### Dean Distance Learning

2006 -present Kirkwood Community College, Cedar Rapids, IA

- Provide leadership and management to Distance Learning college credit teams, high school credit programs and K12 intermediary programs.
- Act as Kirkwood liaison to K12 Superintendents in the Kirkwood Community College seven county district
- Act as Kirkwood liaison for Kirkwood Community College, LEA and University partnership programs

### Director of Operations

2001-2006 Kirkwood Community College, Cedar Rapids, IA

- Provide leadership, direction and support for the non-credit divisions operational services
- Create, oversee and manage all Continuing Education financial budgets, divisional reports and performance measures
- Oversee the creation, production and distribution of the Kirkwood Continuing Education catalog of courses.

### Center Director

2000-2001 Kirkwood Resource Center, Cedar Rapids, IA

- Manage off-campus center staff, facility and operations
- Coordinated offerings, hired, trained and evaluated instructional staff
- Center leadership, planning and direction

### Adjunct Instructor (Various Business and Education courses)

1999-present Kirkwood Community College, Cedar Rapids, IA

- Taught college credit offerings according to the departmental outcomes, objectives and timelines
- Courses taught: Human Relations, Intro to Computers, Micro-computer Literacy, College 101

### Adjunct Instructor (Technology for Teachers)

2000-present Viterbo University (Iowa Center), West Des Moines, IA

- Developed curriculum and teach class entitled, Technology for Teachers
- Modify and update curriculum
- Provide group and individual technology guidance to graduate level students

## Education

Iowa State University, Ames, IA

2002-2006

- Ph.D. Educational Leadership and Policy Studies
- Higher Education, Strategic Planning in Technology

*Education Continued (Todd Prusha)*

Coe College, Cedar Rapids, IA  
1993-1995

- Masters of Arts, Education and Teaching
- Secondary Teaching Endorsement (Theater/Communications)

The University of Iowa, Iowa City, IA  
1983-1987

- Bachelor of Arts, Secondary Education and Spanish

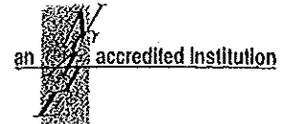
**References**

References are available on request.

---

**Your Name**

Address, phone, fax, email



School of Education

February 25, 2003

815 Ninth Street South  
La Crosse, WI 54601

Mr. Jonathan Sheldahl  
208 West Manning St  
Ottumwa, IA 52501

Dear Jonathan,

The Graduate Studies Committee has approved your appointment as an adjunct instructor at Viterbo University. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

Enclosure  
SMF:lh

cc: Chris Valenti  
Earl Bridgewater

**Jonathan K. Sheldahl**

208 West Manning Street  
Ottumwa, Iowa 52501  
(H) 641-684-4219 (W) 641-684-6597  
JonKShel@netins.net [Sheldahlj@aea15.k12.ia.us](mailto:Sheldahlj@aea15.k12.ia.us)

**EDUCATION:**

Northern Arizona University, Flagstaff, Arizona; Ed.D., 1997, Educational Leadership  
Northern Arizona University, Flagstaff, Arizona; M.A., 1987, School Administration  
University of Iowa, Iowa City, Iowa; B.A., 1982, English  
Luther College, Decorah, Iowa; 1980

**LICENSURE:**

Iowa Permanent Professional teaching license  
Iowa Professional Administrator license; principal and superintendent endorsements  
Iowa Evaluator license with "new" evaluator certificate

**PROFESSIONAL EXPERIENCE:**

- 2001-Present    Ottumwa Community School District, Ottumwa, Iowa  
Associate Superintendent of Schools
- Director of Human Resources for 650 employees
  - Director of Special Education
  - Responsible for Negotiations for five bargaining units
  - Responsible for all hiring, evaluation systems, termination
  - Responsible for representing district in all due process and arbitration litigation
- 1999-2001    Stuart-Menlo Community School District, Stuart, Iowa  
Superintendent of Schools
- Oversaw all day-to-day operation for district of 725 students (600 students with 125 other students tuitioned in)
  - Worked through various legal proceedings as the district reorganized with neighboring district
- 1996-1999    Burlington Community School District, Burlington, Iowa  
Principal, Oak Street Middle School, Superintendent Intern
- 1992-1996    Williams Community School District, Williams, Arizona  
K-8 Principal, Special Programs and Curriculum Director
- 1984-1992    Casa Grande Elementary School District, Casa Grande, Arizona  
K-6 Principal (1988-1992)
- 1984-1988    Casa Grande School Districts  
Language Arts Teacher, Coach (1984-1988)

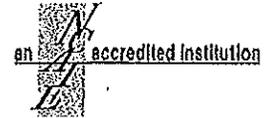
1982-1984      Carroll Community School District, Carroll, Iowa  
High School English Teacher, Coach

**RELATED PROFESSIONAL AND SCHOLARLY ACTIVITIES:**

- Controversial Issues in Education at Morningside College
- Guest Lecturer on the Principalship and Leadership at Northern Arizona University
- Guest Lecturer on Hiring, Evaluation, Termination at Buena Vista University ,

**PROFESSIONAL MEMBERSHIPS:**

- Association for Supervision and Curriculum Development
- American Association for School Administrators
- School Administrators of Iowa
- Phi Delta Kappa



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

October 29, 2007

Ms. Patricia Slevers  
2393 NW 84<sup>th</sup> Ave  
Ankeny, I 50021

Dear Patricia,

The Graduate Studies Committee has approved your appointment as an instructor at Viterbo University *Educ 807 Meeting the Needs of Diverse Learners*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

Enclosure  
SMF:lh

cc: Chris Valenti  
John Della Vedova

**PATRICIA L. SIEVERS**

2393 NW 84<sup>th</sup> Ave.  
Ankeny, Iowa 50023  
515-964-8455

**Certification:** BA Early Childhood/K-8 elementary  
MS Education Administration  
Iowa Elementary Principal Certification  
I-LEAD Certification  
Evaluator I and II

**Education:**

1990	Iowa State University	Master of Science Education Administration
1971	University of Northern Iowa	K-8 Certification
1970	University of Northern Iowa	BA Early Childhood Education

**Professional Experience:**

2008-	Adjunct Faculty, Education leadership Graduate Program-Viterbo University Iowa Center
1995-	Trainer/Consultant: The Brain in Teaching and Learning, Multiple Intelligence, Emotional Intelligence
1994-2006	Executive Director of Special Programs, Ankeny Community Schools, Ankeny, Iowa Special Education, At Risk, Gifted, ESL, Nurses, Title programs, Preschool, 504, Home School/Homebound
1990-1994	Assistant Principal and Third Grade Teacher, Moore Elementary, Des Moines Public Schools
1989-1990	Iowa State University Student Teaching Supervisor- Elementary and Special Education Teachers
1985-1989	Teacher-Second Grade, Rice Elementary School, Des Moines Public Schools Teacher On Television Adjunct, Iowa State University
1983-1985	ESL Extended Day Kindergarten Teacher, Hanawalt Elementary, Des Moines Public Schools
1981-1983	Substitute Teacher-Des Moines Public Schools
1973-1975	Teacher-Second and Third Grades, Central Elementary, Lake Geneva Public Schools, Lake Geneva, Wisconsin
1972-1973	Teacher-Second Grade, Dike Elementary School, Dike, Iowa

### Professional Memberships:

National Dropout Prevention network  
ASCD Association for Supervision and Curriculum Development  
CASE Council of Administrators of Special Education  
ICASE  
CCBD Council of Children with Behavior Disorders  
NSAP National Student Assistance Program  
AASA American Association of School Administrators  
CEC Council for Exceptional Children  
NAEYC National Association of Education of Young Children  
SAI School Administrators of Iowa  
Network for Successful Teaching and Learning  
ITAG Iowa Talented and Gifted Association  
Alternative Education Administrators  
ATE Association of Teacher Educators

### Honors and Publishing:

Program Finalist: *Teacher on Television*: Distinguished Program in Teacher Education, Association of Teacher Educators, Houston, Texas  
Finalist: *U.S West Outstanding Teacher Award* nominated by Administration and parents, Des Moines Schools  
Who's Who in American Education, National Institute, 1989

Published in At Risk to Academic Excellence by Schargel, Thacker, and Bell, 2007, as one of the top twelve exemplar At Risk programs in the nation.

Developed Elementary *Global Education Teacher Resource Book* ; *Looking at the World: Global Experiences for Elementary Children* as part of paid sabbatical from Des Moines Public Schools

### Professional Activities:

2004-2006 RTI/IDM Coordinator, Ankeny School District  
2000-2006 District Chair of Multicultural/Nonsexist Community Committee  
1994-2006 504 District Coordinator and Trainer, Ankeny Schools  
2001 Presenter: National Dropout Prevention Conference *The At Risk Brain*, Orlando, FL  
2001 Presenter: Focus National Conference, *The New Millenium Brain*, Nashville, TN  
1997 Presenter: Principals and Superintendents Retreats, *Creating Brain Friendly Classrooms by Using the Latest Research on the Brain*  
1997-2000 Presenter: AEA Staff Development Classes on *Creating Brain Friendly Classrooms*  
1997 Presenter: National ATE Conference, Washington D.C.- *Instructional Approaches that Promote Critical Thinking and Appreciation for Diversity*  
1996 Presenter: National ATE Conference: *Instructional Approaches that Promote an Appreciation for Diversity in Young Learners (Inclusion and Multiage Models)*  
St. Louis, MO

## Iowa Adjuncts

### Middle School

Phyllis Anderson

Ken Beane

Ruth Ann Gaines

Mary Hanson

Steve Hanson

Patricia Hogan

Lois Irwin

Jacqueline Kresal

Sharon McKimpson

Nancy Oniel Dowdle

Michelle Richardson

Blythe Stanfel

January 5, 2012

Ms. Phyllis Anderson  
1552 Greens Way Ct NE  
Cedar Rapids, IA 52402

Dear Phyllis,

The Graduate Program Committee has approved your appointment as an instructor at Viterbo University for *Science - Earth*.

The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Yours Truly,

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
[rmrabbitt@viterbo.edu](mailto:rmrabbitt@viterbo.edu)

RMR:lh

**Abbreviated Curriculum Vita**  
**PHYLLIS E. ANDERSON**

**EDUCATION**

Ph.D. Education (2006) The University of Iowa, Iowa City, Iowa  
M.S. Science Education (1991) The University of Iowa, Iowa City, Iowa  
B.S. General Science (1967) The University of Iowa, Iowa City, Iowa

**EMPLOYMENT**

Curriculum Consultant, Grant Wood Area Education Agency (2004-2011)  
Iowa Core Curriculum Network Team (2008-2011)  
Science and Gifted Education (2004-2008)  
Adjunct Education Instructor, Coe College, Cedar Rapids, Iowa (2005-2008)  
School Improvement Consultant, Northern Trails Area Education Agency (2000-2004)  
Graduate Assistant, SMILES (Science and Mathematics: Implementation and Leadership in Educational Standards) Leadership Institute (2000)  
Science Teacher, Central Lee Community School District, Donnellson, Iowa (1986-1999)  
High School: Physics, Chemistry, Biology, Principles of Technology, Earth Science  
Middle School: Seventh Grade Science - Eighth Grade Career Exploration  
Adjunct Science Instructor, Southeastern Community College, Keokuk, Iowa (1992-1996)  
Earth Science - Environmental Science  
Medical Research Assistant, University of Iowa Hospitals and Clinics, Iowa City, Iowa (1967-1968)  
Dr. Benjamin Forker, Department of Internal Medicine

**GRANT WORK**

Valdosta State University, Georgia, Eternal MSP Grant Evaluator  
IGISST MSP Grant, 2003-2008, Instructional Staff  
SMARTS MSP Grant, 2004-2007, Instructional Staff  
Title IIA Grant 2004, \$86,000, Inquiry Chautauqua II, Co-PI  
Title IIA Grant, 2003, \$96,000, Inquiry Chautauqua, Co-PI  
Regents Academy of Math and Science Grant, 2003, Needs Assessment 267

**EXTERNAL CONSULTING EXPERIENCES**

Ed Tech ARRA Grant  
Environmental Protection Agency, Development of Iowa's State Environmental Education Plan (2009-2010)  
Iowa Department of Education, Developing Formative Assessment professional development for state-wide implementation (2009-2011)  
Mid-Iowa School Improvement Consortium, Alignment Assessments to State Core Curriculum (2008-2009)  
Iowa Department of Education, Iowa Core Curriculum, K-8 Science Content Writing Team, Chair (2007-2008)  
Humbolt Community School District, Inquiry in Science and Social Studies (2005-2006)  
Iowa Department of Education, Iowa SCASS Team, Assessments and the National Standards (2002)  
TEAMS – Teachers Engaged in the Advancement of Mathematics and Science – (2001-2002)  
Iowa Department of Education, Site Visit Protocol Revision Committee (2001)  
Iowa Public Television, Mississippi River Heritage Project, Language Arts Team Leader (1996-1998)  
The University of Iowa - Implementation of Standards in Education - Advanced Leadership Team (1998)  
The University of Northern Iowa - Environmental Issues Instruction Writing Project (1993)  
Iowa/US West Computer Training Instructor (1997)  
University of Iowa, Advisory Board of the Iowa Assessment Project (1992)

December 21, 2011

Mr. Ken Beane  
107 West Clinton Ave  
Indianola, IA 50125

Dear Ken,

The Graduate Program Committee has approved your appointment as an instructor at Viterbo University for *Middle School Math*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Yours Truly,

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
[rmrabbitt@viterbo.edu](mailto:rmrabbitt@viterbo.edu)

RMR:lh



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

## KEN BEANE

1207 West Clinton Avenue Indianola, Iowa 50125 515-360-2484 [kbeanek@mchsi.com](mailto:kbeanek@mchsi.com)

### INSTRUCTOR / EDUCATIONAL SPECIALIST: *Online Learning Platforms*

Expert educator with a successful background providing diverse student bodies with top quality instruction, support, and development via online and classroom learning platforms. Devoted teacher specializing in assorted educational levels. Implement various IT tools and systems to ensure the effective delivery of information to audiences pursuing degrees and certifications.

Successfully maintained a 95% success rate with online student bodies.

Educational Staff Development Learning Program Development Instructional Website Design  
Online Classes Online Staff Training / Development Presentation Evaluations Coaching  
Curriculum Planning, Development, Delivery Professional Development: Pre-K to 12 th Grade  
Technical Skills: Windows XP, Mac, Excel, Spreadsheet, Word, Moodle PolyCom

### PROFESSIONAL EXPERIENCE

#### **MATH ADDS UP, Indianola, Iowa 2007-Present**

Primary Online Staff Development Facilitator / Course Co-Developer (2009-Present): Co-created and currently manage / deliver teacher development program to instructors in 6 area education associations and 2 universities (Drake University / Morningside University). Provide expert evaluation of online classes and recommendations for improvements to group of 50 teachers in 3 semesters.

Pioneered creation of a top quality staff development catalog that played a key role in the successful training of diverse group of instructors.

Ensured the timely and successful completion of all assignments by providing student teachers with the information, tools, knowledge, and support needed to successfully complete courses.

Maintained superior levels of student motivation and satisfaction through close monitoring of individual performance, continuous group as well as individual communication, and by awarding extra credit.

Constantly captured top performance satisfaction ratings from students.

Played a key role in Every Student Counts, E2T2, and Making Middle Schools Work Grants.

Key speaker at national conferences and events such as Making Middle Schools Work National Convention.

Honored with Indianola Chamber of Commerce Teacher of the Year Award.

*Samples of class and learning platform:* <http://www.mathaddsup.com/moodle/>

*Select Presentations:* <http://www.infoweb.state.ia.us/esc/>

Independent Math Consultant (2007-2009): Delivered coaching services to math teachers in the Indianola school district comprised of more than 3,500 students as well as South East Polk school district with 6,500 students. Promoted and supported implementation of best practices, evaluated classroom activities, identified and introduced instructional improvement methods, and developed / delivered seminars focused on curriculum strategies. Impacted learning quality while capturing top ratings and positive feedback regarding personal observations and recommendations.

Adjunct Professor – Human Kinetics, Simpson College

Student Teacher Evaluator- Simpson College

Adjunct Professor - Introductory Algebra, Des Moines Area Community College

Mathematics Teacher, St. Anthony's Catholic School

Teacher/ Coach - Indianola Community Schools

Teacher / Coach, Shellsburg Schools

### EDUCATION

Nova Southeastern University, Fort Lauderdale, Florida - Master of Arts in Education

Midland University, Fremont, Nebraska - Bachelor of Arts in Elementary Education.

*Additional Courses / Training:* Every Student Counts, E2T2, Making Middle Schools Work Educational Training, Online Facilitator



January 21, 2010

Ms. Ruth Ann Gaines  
3501 Oxford Street  
Des Moines, IA 50313

Dear Ruth,

The course *Literature Across Cultures* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384

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

*"She has worked with students both in and outside the classroom to foster better human relations through the drama group she heads which performs all over the central Iowa area, showing high school students through skits and speeches how to better get along with each other." --Linda Lane, Chief Operating Officer of Des Moines Public Schools*

**Jerry D. Stilwell**  
**Former Principal**  
East High School,  
Des Moines IA

*"Occasionally, in one's career, a person comes along who is truly outstanding in their ability to work with all students in a creative and stimulating environment and who demonstrates the ability to impact the culture of the community. Ruth Ann Gaines is such a person."*



# Ruth Ann Gaines

3501 Oxford st. ■ Des Moines, IA 50313 ■ 515-280-9034 ■ ragaines@dmacc.edu

## CERTIFIED UNDERGRADUATE AND GRADUATE SCHOOL TEACHER (K-14)

### Core Competencies

- Classroom Management
- Creative Lesson Planning
- Curriculum Development
- Instructional Best-Practices
- Differentiated Learning
- Learner Assessment
- Experiential Learning
- Special Needs Students/IEPs

### Experience

DES MOINES PUBLIC SCHOOL DISTRICT (Full time teaching) Des Moines, IA  
DES MOINES AREA COMMUNITY COLLEGE (Adjunct teaching) - 41 Years  
HEARTLAND EDUCATION AGENCY AEA11 (Adjunct teaching) - 32 Years  
VITERBO UNIVERSITY (Adjunct teaching) - 6 Years  
DRAKE UNIVERSITY (Adjunct teaching) - 32 Years  
IOWA STATE LEGISLATOR - First Term

Taught Full time drama at Des Moines East High School 1971-Retirement in 2011. Continues to perform adjunct teaching duties in the areas of speech, drama, human relations and diversity at DMACC, Heartland, Drake and Viterbo. Serves on Education, Judiciary, Public Safety, Local Government and Government Oversight committees in the Iowa House of Representatives.

### Awards and Honors:

- 1998 Iowa Teacher of the Year
- One of four finalists for National Teacher of the Year in 1998
- 2003 Inducted into National Teacher's Hall of Fame
- 2004 Inducted into Iowa African American Hall of Fame
- 2007 Inducted into Iowa Women's Hall of Fame
- 2008 Received MLK Jr. Lifetime Achievement Award
- 2010 Received Broadway Educator Apple Award from the Broadway League in New York City

### Education & Credentials

BA Dramatic Arts  
Clark College, Dubuque, IA 1969

MA Dramatic Arts  
University of California, Santa Barbara, CA 1970

MA+45 Additional Graduate Hours in Human Relations and Education  
Drake University, Des Moines, IA 1980-89



January 25, 2010

Mr. Steve Hanson and Ms. Mary Hanson  
7510 NE 27<sup>th</sup> Ave  
Altoona, IA 50009

Dear Steve and Mary,

*Geography*  
The courses *World ~~Government~~, Government, and World History* have been approved by Viterbo University. You are approved as instructors. Your syllabi meet all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,  
*Rhonda M. Rabbitt*  
Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384

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Mary Hanson  
Hiatt Middle School

Address 7510 N.E 27th Avenue  
Altoona, Iowa 50009

Telephone 515 967-1001

Goal To increase experience and skills as an educator

Education Masters in Education  
Drake University  
1987

Bachelor of Science  
History and Speech  
Iowa State University  
1974

Training for Adult Education 30 hours facilitator training  
40 hours staff development training

Experience Adult Education Middle School Social Studies Instructor  
Viterbo University  
Des Moines, Iowa  
2000 -present

Middle School Geography Methods Instructor  
Upper Iowa University  
Des Moines, Iowa  
1997-1999

Staff Development Instructor  
Technology  
Works for Teachers in the Classroom  
Word for Teachers in the Classroom  
Beginning Internet Use for Teachers  
Advanced Internet Use for Teachers  
1997-2000

Staff Development Instructor  
Celebrating Diversity  
Des Moines Public Schools  
1996-1999

Des Moines Area Community College Instructor  
Parenting Classes  
Iowa Correctional Facility for Women  
1992-1994

Experience  
within Des Moines  
Public Schools

Hiatt Middle School  
Reading, geography, drama, media, government  
1986-present

Merrill Middle School  
drama, language arts, reading, government,  
geography, talented and gifted class  
1978-1986

Franklin Junior High  
Language Arts  
1976-1978

Irving Junior High  
Language Arts  
1975-1976

Special  
Assignments

Social Studies Department Chairperson  
Hiatt School  
1991 to present

School Franklin Planner Implementation Chairperson  
Hiatt Middle School  
1998 to present

School Improvement Chairperson  
Hiatt Middle School  
Fall 1996-1999

Substitute taught for Summer TAG classes  
North High School  
Summer 1995

Community Relations Specialist  
Hiatt Middle School  
1991-1994

Faculty Advisory Committee  
Hiatt Middle School  
1991- 1994

Site Based Management Committee  
Hiatt Middle School  
1990-1994

Merrill Middle School  
TAG coordinator, Student Council sponsor  
1984-1986

## References

Joy Wiebers  
Principal  
Hiatt Middle School  
Des Moines, Iowa

Erik Klein  
Vice-principal  
Hiatt Middle School  
Des Moines, Iowa

Jesse Johnston  
District Literacy Coordinator  
Des Moines Public Schools  
Des Moines, Iowa



January 25, 2010

Mr. Steve Hanson and Ms. Mary Hanson  
7510 NE 27<sup>th</sup> Ave  
Altoona, IA 50009

Dear Steve and Mary,

*Geography*  
The courses *World Government*, *Government*, and *World History* have been approved by Viterbo University. You are approved as instructors. Your syllabi meet all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384

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**Steve Hanson**  
Lincoln High School  
Social Studies Instructor

Address 7510 N.E 27th Avenue  
Altoona, Iowa 50009

Telephone 515 967-1001

Goal To increase experience and skills as an administrator  
and educator

Education Masters in School Administration  
Drake University  
1974

Bachelor of Arts  
Education  
Wayne State College  
1969

Administrative Experience Lincoln High School  
Night School Coordinator  
1995-2008

Southeast Polk School District  
School Board Director  
1999-2008  
President 2001-2002

Experience Adult Education American History Methods Instructor  
Viterbo University  
Des Moines, Iowa  
2001

Staff Development Instructor  
Celebrating Diversity  
Safety in our Schools  
Des Moines Public Schools  
1993- 1999

Special  
Assignments

CLIO Project Participant  
2009 - present

American History Book Selection Committee  
Des Moines Public Schools  
1998-2000

School Improvement Review Team  
Des Moines Public Schools  
1995-1998

Representative at School Improvement Conference  
Phoenix, Arizona  
1994, 1995 and 1996

Representative at Model Schools Conference  
Cincinnati, Ohio  
June 1995

School Improvement Team  
Lincoln High School  
1993-1998

Close-up International Representative  
Washington D. C.  
October 1992  
Japan  
November 1992

Renaissance Program  
Lincoln High School  
1992-1998

New Horizons Work Experience Advisor  
Summer Program Youth Employment  
Model Cities 1972-1984

East High School Assistant Wrestling Coach  
1974-1982  
Southeast Polk High School Assistant Wrestling Coach  
1972-1974  
North High School Assistant Wrestling Coach  
1970-1972  
Franklin Junior High Wrestling Coach  
1976-1979  
Irving Junior High Wrestling Coach  
1969-1976

Des Moines Area Community College Instructor  
Parenting Classes  
Iowa Correctional Facility for Women  
1993-1994

Training for  
adult education  
Experience

30 hours facilitator training  
30 hours staff development training

Des Moines  
Public Schools

Lincoln High School  
American history, Students-at-risk American history, economics  
1991-present

Lincoln High School  
Night School Teacher  
1994 -1995

Hoyt Middle School  
Geography, In-School Suspension  
1988-1991

Metro Middle School  
Geography, American Government  
1985-1988

Callanan Middle School  
Geography  
1982-1985

Des Moines Technical High School  
World History  
1979-1982

Franklin Junior High  
Geography, American Government  
1976-1979

Irving Junior High  
Geography, American Government  
1969-1976

## References

Paul Williamson  
Principal Lincoln High School  
Des Moines, Iowa

Dr. Tom Downs  
Iowa State School Board Association  
Des Moines, Iowa

Stefanie Rosenberg-Wager  
CLIO Coordinator  
Des Moines Public Schools  
Des Moines, Iowa



June 8, 2011

Ms. Patricia Hogan  
26126 V Ave  
Waukee, IA 50263

Dear Patricia,

The course *Models Teaching Middle School* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

Susan S. Batell, Ph.D.  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601  
(608)796-3382  
ssbatell@viterbo.edu



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# Patricia A. Hogan

26126 V Ave Waukee, IA 50263  
515-986-4277- Home  
515-279-5947-Work  
515-480-1516-Cell

## Experience

1990-present St. Augustin Catholic School Des Moines, IA

### **Assistant Principal/ Middle School Language Arts Teacher**

- Worked closely with Principal to co-author successful Blue Ribbon School application
- Shared duty of writing Annual Progress Reports and CSIP
- Co-chaired long-range planning committee
- Middle School Unit Leader and Student Assistance Team Leader
- Adjunct Professor- Viterbo University LaCrosse, Wisconsin
- Summer Candidate-Oxford University Cambridge, England- July 2003

1981-1990 St. Pius X School Urbandale, IA

### **Middle School Language Arts Teacher**

- Introduced and implemented successful writing workshop program
- Responsible for coordination of reading program school wide
- Reading Resource teacher

1977-1980 Mitchell Elementary Des Moines, IA

### **Title 1 Reading Teacher**

- Responsible for grades one through three

1976-1977 St. Theresa School Des Moines, IA

Second grade

1973-1976 St. Patrick School Perry, IA

First grade

1972-1973 Odebolt- Arthur Schools Odebolt, IA

Second grade

## Education

Graduate Hours Drake University Des Moines, IA

Administrative Licensure

1975-1979 Drake University Des Moines, IA

M.S.E. Reading Specialist

1968-1972 University of Northern Iowa Cedar Falls, IA

Upper Elementary Teacher- Language Arts Emphasis

**Interests**

Reading, walking, music.



May 12, 2010

Ms. Lois Irwin  
701 Maple Street  
Lohrville, IA 51453

Dear Lois,

The course *Implementing 21<sup>st</sup> Century Skills* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384



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

# LOIS J. IRWIN

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## Employment History

**Instructor/Supervisor – Viterbo University-Iowa Center** 2005-Present

Graduate Instructor

Educational Administration – Internship Supervisor

Adolescent Growth and Development

**Education Consultant** 2010-Present

Private Accreditation (AdvancEd)

Jobs for America's Graduate Accreditation

**Accreditation Consultant – Iowa Department of Education** 1999-2010

Duties: **Direct** the evaluation of school improvement practices in public and nonpublic schools. **Supervise** and **facilitate** teams of professional educators (superintendents, AEA consultants, principals, curriculum directors, DE consultants) in the process of school improvement and accreditation for LEAs. **Advise** district leadership teams in the area of professional development, assessment, organization development, and instructional design.

**Middle School Principal/School to Work Director** 1990-99

Southern Cal School

Lake City/Lohrville, Iowa

Principal - Grades 4-8 (1998-99); Grades 9-12 (interim – 1997)

Grades 6-8 (1994-98); Grades K-8 (1990-94)

**Curriculum Director - Grades K-12** 1997-99

Southern Cal School

Lake City/Lohrville, Iowa

**Adjunct Professor- Buena Vista University** Summer 1998-01

**Principal (K-5)** 1989-90

Rockwell City, Iowa

**K-12 Counselor/Teacher** 1976-88

Iowa Schools

701 Maple Street Lohrville, IA 51453

[lois@careersolutions.pro](mailto:lois@careersolutions.pro)

515-669-7058

## Educational Background

<p><b>Doctorate of Education – 1996</b> Drake University – Des Moines</p>	<p>Educational Administration</p>
<p><b>Administrative Certification</b> Drake University – Des Moines, IA</p>	<p>PK-12 Principal - 1984 Superintendent – 2000</p>
<p><b>Master of Arts – 1976</b> Adams State College – Alamosa, CO</p>	<p>Guidance &amp; Counseling Education</p>
<p><b>Bachelor of Science – 1975</b> Willamette University – Salem, OR</p>	<p>Psychology</p>

## Professional Presentations

<p><b>Civic Literacy and Service Learning</b> Topic: Civic Literacy</p>	<p>2009</p>
<p><b>Iowa Association of School Counselors</b> Topic: 21<sup>st</sup> Century Skills</p>	<p>2009</p>
<p><b>Iowa Association of School Boards</b> Topic: School Improvement in Iowa</p>	<p>2008</p>
<p><b>Iowa Superintendents Finance &amp; Leadership Consortium</b> Topic: School Improvement</p>	<p>2007 &amp; 2008</p>
<p><b>Risky Business Conference - Des Moines, IA</b> Topic: Student Motivation Charter Schools</p>	<p>2005 &amp; 2009</p>
<p><b>Iowa Charter Authorizers - Des Moines, IA</b> Topic: School Improvement</p>	<p>2005</p>
<p><b>Risky Business Conference - Des Moines, IA</b> Topic: Success 4</p>	<p>2002</p>
<p><b>Iowa ASCD/ITEC Conference – Des Moines, IA</b> Topic: Practical Application – School Improvement</p>	<p>2001</p>
<p><b>Effective Schools Conference – Okoboji, IA</b> Topic: Comprehensive School Improvement</p>	<p>2001</p>
<p><b>Iowa Association of Alternative Schools – Ames, IA</b> Topic: Comprehensive School Improvement</p>	<p>2000</p>
<p><b>Iowa Tech Prep Conference – Des Moines, IA</b> Topic: Applied Learning in Middle School</p>	<p>1999 &amp; 97</p>

## **Experience Areas/Skills**

### **Administration/Finance**

Staff employment, supervision, and evaluation  
Building finance/purchasing  
Grant management  
Parent school relations  
School board communications/relations  
School/Community relations  
Supervision of nutrition, health services, transportation

### **Technology/Curriculum/Assessment**

Development and promotion of technology funding sources  
Facilitate school improvement design & implementation  
Consult in area of curriculum development and assessment  
Study and development of technology utilization  
Facilitation of integrated technology in classrooms

### **Middle School Leadership**

Conversion from Junior High to Middle School

- Grade level teaming
- Interdisciplinary instruction
- Student led conferencing
- Developmentally appropriate instruction

### **School Improvement**

State consultant for school improvement  
Advise LEAs in the areas of professional development  
instructional design, and assessment  
Facilitate collaborative decision-making  
(principals, consultants, superintendents)  
Consult with LEA, AEAs, and DE leaders on designing  
implementing, and evaluating educational programs  
Advisement for Iowa Teaching and Leadership Standards

### **Supervision of Staff**

Leadership, guidance and collaboration of staff  
Supervision and evaluation of certified staff  
Guidance and support for career development plans  
Supervision and evaluation of non-certified staff

### **Effective Instruction in Diverse Population**

State administrative team for English Language Learners  
Develop technical assistance for differentiated instruction  
Statewide Reducing Achievement Gap Work Team

## Honors/Leadership

**Governor's Golden Dome  
Principal of the Year**

Award for Teamwork - 2004  
Middle School Principal of Year – AEA 5  
School Administrators of Iowa - 1998

**Leadership/Representative**

State Committee Leadership/Representation  
PK-16 Statewide Articulation Team – 2007-08  
Focus on Middle/High Schools – 2002-2007  
Statewide High School Summit – 2005  
Statewide Administrative Team – ELL - 2004  
Data Assessment Team - 2002-03  
Charter School Development - 2002-2006  
IA ASCD - Conference Planning– 2000-02  
Success 4 – 1999-2002  
Iowa Testing Program Pilot Modules

**Memberships**

Iowa Association of Middle Level Administrators  
School Administrators of Iowa  
Iowa Association of Curriculum and Development  
Iowa Staff Development Council

## Grant Writing

**State Charter Schools Grant**  
**State Goals 2000 Grant**  
**School to Work Grant**  
**Drop Out Prevention**  
**REC Interest Free Loan**  
**State Career Pathways**  
**Comp-Teach Partnership**

Co-author – 2003 - \$4,000,000  
Co-author – 1998 - \$8,688  
Co-author – 1997-98 - \$65,000  
Co-author – 1997-98 - \$128,000  
Primary Author – 1997 - \$90,000  
Grant co-author – 1996 - \$15,000  
Co-author – 1996 - \$10,000

## References

**Dr. Anne Kruse**  
Education Leadership  
Viterbo University  
West Des Moines, IA  
515-224-4811

**Superintendent Jeff Dicks**  
Newell-Fonda Community School District  
205 Clark Street  
Newell, IA 50568  
712-272-3324

**Superintendent Rob Cordes**  
Carroll Community School District  
1026 N. Adams Street  
Carroll, IA 51401  
712-792-8001

**Laurie Phelan, President**  
Iowa Jobs for America's Graduates  
Grimes State Office Building  
Des Moines, IA 50319  
515-669-7058



February 13, 2012

Ms. Jacqueline Kresal  
7531 NE 19<sup>th</sup> St  
Ankeny, IA 50021

Dear Jacqueline,

Thank you for submitting a proposal for the course, "Social Studies/Latin American History."  
The course has been reviewed with the following conditions:

- Please clarify the Latin American History course assignments and corresponding evaluation rubrics.
- You are approved, pending background check, to teach MS Social Studies and Latin American History.

After the above information is received, the committee will re-review the course proposal for approval. Please submit the requested information directly to Helene Grossman at the Viterbo Iowa office via email at [hjgrossman@viterbo.edu](mailto:hjgrossman@viterbo.edu) no later than **February 28, 2012**. The telephone number for Helene is (515)224-4811.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
[rmrabbitt@viterbo.edu](mailto:rmrabbitt@viterbo.edu)



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

**Jacqueline Kresal**7531 NE 19<sup>th</sup> Street

Ankeny, IA 50021

(515)965-0280

ijkresal@dmacc.edu**OBJECTIVE:**

I am seeking to use the skills I have developed in teaching social studies in a new and exciting environment.

---

**EDUCATION:**

ELL endorsement Kansas State University, May 2004

MEd in Administration, Mt. St. Mary's College, 1987

MA History (American), University of Wisconsin 1979

BA Clarke College, Dubuque, Iowa 1967

Junior year at University of Madrid, Spain

Diploma, Berlin High School, Berlin, WI 1963

(ABD Latin American History, University of Colorado 1974)

**EMPLOYMENT:**

2005-Present Adjunct professor of history at Des Moines Area Community College teaching Western Civilization (ancient and modern), American History (early and modern), International Relations, and Geography.

1999-2004 Educational Services Coordinator, Diocese of Des Moines, IA  
Duties included supervising five principals directly and working with nine others in school improvement planning, coordinating all federal government programs in fourteen schools, serving as chairperson of a committee charged with developing a new, standards passed reporting system, including report cards for the schools of the Diocese. Also served as representative to the Governors Substance Abuse Task Force, consultant in developing The Iowa Youth Survey given by the University of Iowa and as a member of the Schools Networking Committee in Des Moines.

In addition to these activities, I served as a Spanish translator for the diocesan paper, The Catholic Mirror, and supervised two special sections appearing in that publication each year which highlighted school achievements and activities.

- 1997-1999 Director of Curriculum and Admissions at Sacred Heart High School, Los Angeles, CA. Facilltated and planned implementation Of A/B Block Scheduling which completely reorganized the Curriculum and daily schedules of all teachers and students. Taught AP American History classes and Church History classes
- 1990-1997 Principal, Holy Family High School, Glendale, CA  
Responsible for all facets of school operation including hiring personnel, finances, budgeting and public relations. Taught at least one class every year in either US History, AP US History or Church History
- 1995-1996 Appointed Member of Los Angeles Archdiocesan Catholic Athletic Association Executive Committee
- 1995 Chaired the committee which planned and coordinated the two day pre-school year conference and retreat for all high school principals in the archdiocese of Los Angeles
- 1992-1993 Elected chairperson, San Fernando Valley Regional Principals Association Planned and Coordinated one day conference for all Faculties of all San Fernando Valley Catholic high schools (approximately 450 people)
- 1991-1993 Elected San Fernando Valley Principals Association Representative to the Archdiocesan Council of Regional Representatives (CORR)
- 1991-1993 Appointed member of the Los Angeles Archdiocesan Tuition Foundation Appropriations Board
- 1991-1996 Served on four different Western Association of Schools and Colleges accreditation teams in both archdiocesan and private Catholic schools
- 1987-1990 Vice Principal, Holy Family High School, Glendale, CA  
Supervised curriculum and scheduling and served as Dean of students  
Taught one class of US History or Spanish Literature each year
- 1977-1987 Teacher, Holy Family High School, Glendale, CA  
Taught US History, AP US History, Spanish, World Religions and

Scripture ( Hebrew Scripture and Christian Scripture)

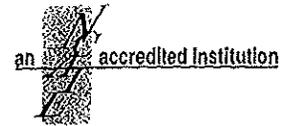
Chaired the Western Association of Schools and Colleges report  
for Holy Family High School

1977-1978 Teacher Air Force GED program, Cheyenne, WY

1975-1976 Teacher Assumption Elementary School, East Los Angeles, CA

1974-1975 Worked in the diocese of Tula, Mexico

Set up catechetical programs and gave retreats in Spanish to  
adults



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

March 1, 2005

Ms. Sharon McKimpson  
13362 13<sup>th</sup> Ave  
St Charles, IA 50240

Dear Sharon,

The Graduate Studies Committee has approved your appointment as a 786 instructor at Viterbo University. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

Enclosure  
SMF:lh

cc: Chris Valenti  
Earl Bridgewater

# **Sharon K. McKimpson**

2139 Zeller Ave.  
Marshalltown, IA 50158

Cell/Message (515) 240-1969  
Work (641) 754-1110  
Folder Number 204721

## **Education**

- Fall 2005 – Aug. 2007 Drake University; Des Moines, IA  
Completed Superintendent licensure
- Fall 1998 – Aug. 2001 Drake University; Des Moines, IA  
Specialist in Education  
Received State of Iowa Administrative Licensure 7/28/03  
Expiration Date 8/31/08
- Aug. 1985 – Dec. 1986 University of Northern Iowa; Cedar Falls, IA  
Master of Arts; Computer Science Education  
Received State of Iowa Permanent Professional Teacher's Certificate  
Issued 3/19/87
- Aug. 1975 – Nov. 1979 Iowa State University; Ames, IA  
Bachelor of Science; Mathematics and French  
Received State of Iowa Teacher's Certificate  
Expiration Date 11/30/89
- Fall 1972 – May 1975 East High School; Sioux City, IA  
General Diploma with emphasis in mathematics, science and French

## **Work Experience**

### **Administration**

July 2010 – Present Marshalltown Community Schools; Marshalltown, IA  
Middle School Principal

Responsible for:

- Education program of 720+ middle school students from diverse backgrounds
- Evaluation of fifty-nine teachers and twenty-six paraprofessionals
- Completion of the building improvement plan as Miller is on the SINA list and was previously named with a PLAS (persistently low achieving school) designation
- Implementation and scheduling of Corrective Reading interventions for less than proficient students in reading
- Implementation of Saturday School as an intervention for student work completion
- Implementation of Positive Behavior Support system, a district initiative.
- Enforcement of district and building discipline policies.
- Creating, maintaining, and adhering to a building budget.

July 2001 – June 2010 Interstate 35 Community Schools; Truro, IA  
Middle School Principal, Curriculum Director

As Middle School Principal responsible for the:

- Education program of 275+ middle school students
- Evaluation of twenty-five teachers and five paraprofessionals
- Advancement of the Middle School Concept through teaming, advisory, new student-mentor program, exploratory classes for all middle school students, scheduling, Building Assistance Team, flexible scheduling, flexible grouping, promotion and implementation of cross-curricular projects and learning, and better integration of special education students into the general education classroom.
- Implementation of School Wide Study Skills, a district initiative.

- Implementation of Positive Behavior Support system, a district initiative.
- Enforcement of district and building discipline policies.
- Creating, maintaining, and adhering to a building budget.

As Curriculum Director responsible for:

- Writing and refining of district content standards and benchmarks.
- Creation and completion of content curriculum maps PK-12 using Excel software.
- Completion and publication of the district Comprehensive School Improvement Plan and Annual Progress Report.
- District and building data analysis of student indicators to create district short and long range goals with supporting action plans.
- Identification and procurement of resources to carry out district professional development initiatives and plans.
- Alignment of district assessments with classroom curriculum.
- Prioritizing and maintaining a budget for curricular spending.

Aug. 1999 – June 2001 Martensdale-St. Marys CSD and Interstate 35 CSD

Shared position of Curriculum Director and Technology Coordinator

As Curriculum Director responsible for:

- Creation of School Improvement Team and School Improvement Advisory Committee.
- Completion of each district's needs analysis, writing of the first district Comprehensive School Improvement Plans with action plans.
- Writing of district content standards and benchmarks.
- Alignment of curriculum, instruction, and assessment to improve student achievement.
- Carrying out and monitoring progress of the CSIP action plans.

As Technology Coordinator responsible for

- District local area network, student management software, network software, hardware installation and maintenance, and troubleshooting computer problems.
- Writing of the district technology plan.

Aug. 1995 – July 1999 Martensdale-St. Marys Community Schools

Curriculum Director, Technology Coordinator, and High School Mathematics Teacher 9-12 (Alg. I & II, Geometry, Trigonometry, and Math Analysis)

April 1991 – Aug. 1995 The Principal Financial Group

Training Specialist for Information Systems Department

Responsible for:

- Coordination and completion of all training classes for PC and mainframe training.
- Managed, coordinated and evaluated five department staff members.
- Installation and furnishing of company computer training classrooms.

#### Adult Education

July 2005 – Present

Viterbo University; Des Moines, IA

Adjunct Professor: Algebra Concepts for the Middle School

- Instruct 1-3 credit courses for teachers wanting to complete a Middle School Endorsement.

June 1992 – July 1995 Life Office Management Association

Instructor for the Information Systems portion of LOMA tests

- Instruction of adults working in financial institutions wishing to gain Fellow, Life Management Institute designation.

Feb. 1989 – Oct. 1991 The Principal Financial Group

Instructor for Information Systems Operating System for new programmers

- Taught new programmer employees how to use the corporate operating system used for computer programming.

### **Teaching**

Aug. 1995 – July 1998 High School Mathematics Teacher, Technology Teacher, and Technology Coordinator

Aug. 1980 – May 1985 Murray Community School; Murray, IA  
High School Mathematics, French, and Computer Programming Teacher

### ***Honors and Distinctions***

October 2005 Heartland Area Education Agency 11 Recipient of Outstanding Contributor to Project CRISS

September 2005 Heartland AEA 11 Trainer for Project CRISS

Fall 1999 American Society of Curriculum Development Grant Scholarship Competition Recipient

August 1991 Fellow, Life Management Institute Designation for Life Office Management Assc.

Summer 1978 Iowa Regents' Program to France

April 1976 Kappa Delta Pi Honorary Society in Education Designation

### ***Professional Organizations***

Aug. 2000 – Present School Administrators of Iowa

Aug. 2001 – Present National Association of Secondary School Principals

Aug. 1999 – Present American Society of Curriculum Development member

### ***References***

Bill Maske  
Former Superintendent, Interstate 35 CSD  
2935 Truro Road  
Truro, IA 50257  
641-765-4291 (work)  
641-202-3322 (cell/home)

Cynthia Boyd  
Winterset K-4 Guidance Counselor  
2961 Hickory Ridge Rd.  
St. Charles, IA  
515-462-1551 (work)  
515-480-4546 (cell)  
641-396-2412 (home)

John Della Vedova  
Former Iowa Coordinator for Viterbo Univ.  
7207 50<sup>th</sup> Ave.  
Norwalk, IA 50211  
515-224-4811 (work)  
515-314-6694 (cell)  
515-981-5841 (home)

Henry Eggert  
Superintendent, Thedford Schools  
201 Oak St.  
Thedford, NE 69166  
308-645-2614 (work)  
308-645-2725 (home)

Mary Schmidt  
AEA 11 School Improvement Consultant  
9291 Lakewood Pt. Dr.  
Norwalk, IA 50211  
800-362-2720 (work)  
515-321-6090 (cell)

### ***Transcripts***

Upon Request



June 8, 2011

Ms. Nancy Dowdle  
14882 Lakeview Dr  
Clive, IA 50325

Dear Nancy,

The course *Models Teaching Middle School* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

Susan S. Batell, Ph.D.  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601  
(608)796-3382  
ssbatell@viterbo.edu



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

# Nancy O'Neill Dowdle

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## Objective

To continue in school administration with an emphasis on increasing student achievement in Math, Science, and Reading.

## EXPERIENCE

1987-present St. Augustin School Des Moines, Iowa

### Principal

- Received the USDA Healthier US School Gold Award of Distinction
- Was named National Catholic Distinguished Principal 2006
- Won Blue Ribbon No Child Left Behind Award 2004
- Plan Curriculum for all Grades K-8
- Write Annual Progress Reports and Comprehensive School Improvement Plans
- Chair long-range planning committee
- Plan and implement budget for school year with Board of Education
- Evaluate all staff and faculty professional performance
- Acquire funds and encourage all staff to participate in staff development each year
- CRISS Strategies Instructor
- Assessment Committee for the Diocese of Des Moines-current
- Core Curriculum Committee for the Diocese of Des Moines-current
- Calendar Committee-current
- Strategic Diocesan Committee-current
- Standards Based Report Card Pilot Program-2010
- Advisory Member of Grandview University 2007-Present
- Advisory Member of Viterbo University-2006-Present
- Member of Alpha Sigma Mu 2007-Present
- Adjunct Professor-Viterbo University, LaCrosse, Wisconsin 1994-present
- School Administrators of Iowa-New Administrator Institute facilitator 2009-2011
- Summer Candidate-Oxford University, Oxford, England-Round Table Discussion of World- Wide Educational Systems, 2006
- Participant in the Jewish Labor Committee program abroad to Israel/Poland, 1990
- State of Iowa Outcomes Based Education committee-1987-1989

## RELATED EXPERIENCE

1979-1987 St. Ignatius College Prep Chicago, Illinois

### Director of Counseling

- Responsible for supervision and management of eight counselors

- Developed a wide referral system for students, parents, and faculty
- Counseled 200 students annually

Summer 1980-1984 St. Ignatius College Prep Chicago, Illinois

**Summer School Principal**

- Responsible for the creation of and supervision of a viable summer program for regular students of St. Ignatius and other surrounding schools.

1979-1984 -Loyola University of Chicago, Chicago, Ill

- Adjunct Faculty Member—Counseling Dept.

1981-1983 National College of Education Evanston, Ill

Professor in the College of Education

1976-1979 Loyola University of Chicago, Chicago, Illinois

Graduate Research Assistant Dept. of Educational Administration

1976-1979 Immaculata High School Chicago, Illinois

Music Teacher and Counselor

1971-1976 St. Albert High School Council Bluffs, Iowa

Music Teacher

**Education**

Graduate Hours Drake University Des Moines, Iowa

- Administrative Licensure 1989 K-8 and Secondary
- 1979-1985 Ph.D. Counseling Psychology Loyola University of Chicago, Chicago, Illinois
- 1976-1979 M.Ed. in Counseling Loyola University of Chicago, Chicago, Illinois
- 1967-1971 BA in Music Education Dubuque, Iowa
- 1963-1967 St. Albert High School in Council Bluffs, Iowa

**Interests**

Reading, Scrapebooking, and visiting other countries with my family

**Personal Data**

Born: May 2, 1949

Marital Status: Married with 2 children

Address: 14882 Lakeview Dr. Clive, Iowa 50325

Phone: 515-987-5805 Email: ndowdle@staugustinschool.org

December 21, 2011

Ms. Michelle Richardson  
1314 E 17<sup>th</sup> St  
Norwalk, IA 50211

Dear Michelle,

The Graduate Program Committee has approved your appointment as an instructor at Viterbo University for *Young Adult Literature – Online*.

The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program. We look forward to a long and mutually beneficial relationship.

Yours Truly,

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
[mrabbitt@viterbo.edu](mailto:mrabbitt@viterbo.edu)

RMR:lh

**Michelle Richardson**

1314 E. 17<sup>th</sup> St.

Norwalk, IA 50211

Work Phone (515) 270-0405, ext. 14522

Home Phone (515) 981-4190 Cell Phone (515) 979-2623

**Professional Goal:**

My professional goal is to use my knowledge and expertise in the education field to increase the knowledge and skills of K-12 teachers in the classroom.

**Education:**

1997-1999: Master of Arts in Secondary Education, Viterbo University

1978-1981: Bachelor of Arts in English, University of Northern Iowa

1977-1978: Iowa Central Community College

**Employment:**

*1999-Present: Agency-wide Instructional Materials Consultant, Heartland AEA*

- Support teaching and learning in all curricular areas
- Train teachers and staff on locating and using instructional curriculum materials and programs including online resources
- Teach staff development and graduate courses
- Support and facilitate technology infusion in all curricular areas
- Facilitate Differentiation Through Technology staff development agency-wide
- Coordinate Heartland New Teacher Orientation
- Support teachers and administrators by locating instructional and staff development materials
- Support Heartland school improvement and special education consultants by locating instructional and staff development materials
- Collaborate with Heartland reading, math, and science consultants
- Coordinate and facilitate Focus on Reading staff development for Norwalk High School English, science, and social studies departments using the Iowa Professional Development Model
- Committee Work/Membership: Cultural Competence and Diversity Workgroup, Heartland Internal Reading Team, English Language Learner Support Team, Differentiation Support Team, Staff Advisory Committee to Heartland Chief Administrator, Teacher Quality Committee.

*1985-1999: English Teacher, Norwalk High School*

- Teach secondary English courses including Advanced Placement

- Cooperative Learning Trainer
- New Teacher Staff Development Trainer
- Dimensions of Learning Cadre Member
- Talented and Gifted Strategic Planning Committee Member
- Building Improvement Team Member

### **Additional Professional Learning and Training:**

*1999-Present*

- Supporting Schools to Increase Student Achievement
- Needs Assessment
- Planning, Implementation, and Evaluation
- Data Driven Leadership
- Reading in the Content Area Workshop
- Content Area Reading Strategies
- 6+1 Traits of Writing Traits Assessment and Instruction
- Reaching Goals: Reading (6-12)
- Adolescent Literacy Forum
- Leading the Way: Reading 4-12
- Traits of an Effective Reader
- Cognitive Coaching
- Systems Thinking
- Facilitation Skills to Support District School Improvement Efforts
- Advanced Facilitation Workshop
- Facilitation Component of IPDM Workshop
- Focus on High Schools
- Balanced Leadership Academy
- Learner-Focused Relationships (Bruce Wellman)
- Iowa AEA Online Database Training Workshop
- Our Kids Project: ELL Secondary
- Cultural Competence and Diversity Workshops
- Poverty Simulation Workshop

### **Conference Attendance:**

*1999-Present*

- Eric Jensen Poverty and the Brain Workshop
- Iowa Technology and Education Connection Conferences
- Florida Educational Technology Corporation Conference
- Iowa Culture and Language Conferences
- Carol Ann Tomlinson Differentiation Conference
- Rick Wormeli Differentiation Conference
- Iowa Reading Association Conferences

**Professional Organization Membership:**

- National Education Association
- Iowa State Education Association
- Heartland Education Association

**Professional References:**

**Jerry Gruba, Regional Director**  
Heartland AEA 11  
(515) 270-0405, ext. 14448

**Dr. Dennis Wulf, Superintendent**  
Norwalk Community School District  
(515) 981-0676

**Dale Barnhill, Principal**  
Norwalk High School  
(515) 981-4201



an  accredited institution

School of Education

February 27, 2003

815 Ninth Street South  
La Crosse, WI 54601

Ms. Blythe Stanfel  
2170 Northwest 138<sup>th</sup> Street  
Clive, IA 50325

Dear Blythe,

The Graduate Studies Committee has approved your appointment as a 786 instructor at Viterbo University. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

Enclosure  
SMF:lh

cc: Chris Valenti  
Earl Bridgewater

# Blythe Elizabeth Stanfel

2170 Northwest 138<sup>th</sup> Street  
Clive, Iowa 50325  
515-225-0949  
bstanfel@gmail.com

## EDUCATION

**Masters of Arts in Teaching**, Drake University, Des Moines, Iowa, 1997  
□ 3.9/4.0 GPA

**Bachelor of Arts Degree**, University of Wisconsin at Madison, 1996  
□ 3.7/4.0 GPA

## WORK EXPERIENCE

**Graduate Instructor**, Viterbo University (Iowa Center)

- West De Moines, IA 50266, June 2003 - present
- Designed and developed syllabi for two graduate on-line courses: Teaching Writing for Adolescents and Adolescent Literacy, January 2009
  - Instructed two on-line graduate courses, Teaching Writing for Adolescents and Adolescent Literacy, June 2009-present
  - Instructed graduate course, Grammar Usage and Composition

**College Instructor**, William Penn University, College for Working Adults, West Des Moines, Iowa 1999- Present

- Instructed college classes in Composition, Humanities, and American Literature

**Graduate College Instructor**, Upper Iowa University, West Des Moines, Iowa 2002

- Instructed classes in Methods in Secondary English and Composition

**Instructor**, Dowling High School, West Des Moines, Iowa 1998-2003

- Instructed classes in English I, English II, Advanced Writing I, American Literature, Advanced Writing II, and Humanities

## WRITING EXPERIENCE

- Completed Young Adult Novel, Soldier Letters
- Won *Purple Pen* Short Story Contest award for "A Christmas Visitor"
- Published Articles – *The Des Moines Register* – Young Adult Contributor's Board, 2000, and *Juice Magazine*

## **COMPUTER EXPERIENCE**

- Familiar with most IBM and Macintosh applications including Word, Excel, Publisher, and Power Point
- Instructed two graduate-level on-line courses

## **STAFF DEVELOPMENT**

**Response to Intervention (RtI) and Differentiation**, Viterbo University,  
LaCrosse, WI, December 10, 2012

- Learned to systematize high quality instruction, balanced assessment systems, and collaboration
- Learned to differentiate instruction to meet the needs of all learners

## **GRADUATE COURSE CREDITS BEYOND MASTERS' WORK- 7 CREDITS**

**Improving Achievement** – 3 credits – Drake University

- Incorporates multiple approaches to improving achievement according to the science of how students learn

**Balanced Assessment**– 3 credits – Drake University

- Proposes instructional strategies for "Multiple Intelligences" and diverse classroom environments.

**Multiple Trait Approach "6-Traits of Writing"** – 1 credit – Drake University

- Analyzes writing according to six traits including voice, word choice, conventions, ideas, sentence fluency, and organization. Includes lesson plan design and rubric design.

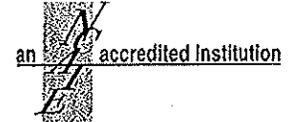
**School Improvement Process "Standards and Benchmarks" Staff Development Credit** – 3 credits

- Designed and implemented standards across the English curriculum. Used a standards-driven curriculum in 2001-2002 and 2002-2003 classroom.

## Iowa Adjuncts

### Core

Earl Bridgewater  
Diane Kehm  
Georgianne Peterson  
Robert Peterson  
Wendy Prigge



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

October 9, 2007

Dr. Earl Bridgewater  
Viterbo University  
4949 Westown Parkway Suite 160  
West Des Moines, IA 50266

Dear Earl,

The Graduate Studies Committee has approved your appointment as an instructor at Viterbo University for *Philosophical Perspectives*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

Enclosure  
SMF:lh

cc: Chris Valenti  
John Della Vedova

## **EARL BRIDGEWATER**

---

4117 SW 28<sup>th</sup> Street, Des Moines, Iowa, 50321

### **EDUCATION:**

- Iowa State University  
Ph.D. Degree  
Educational Administration
- University of Northern Colorado  
Master's Degree  
Educational Administration
- Northwest Missouri State University  
Bachelor's Degree  
Social Sciences
- University of Pennsylvania  
Drake University  
University of Missouri  
Additional Graduate Coursework

### **PROFESSIONAL EXPERIENCE:**

- Eagleville, Missouri                      Teacher/Principal
- Albany, Missouri                         Teacher/Principal
- Des Moines, Iowa  
High School Social Science Teacher  
Middle School Vice-Principal (2 schools)  
Middle School Principal (2 schools)  
High School Vice-Principal  
High School Principal  
Executive Director of Human Resources  
Assistant Superintendent  
Associate Superintendent
- Iowa State and Drake University  
Adjunct Instructor
- Viterbo University  
Coordinator of Iowa Viterbo Graduate Program  
Adjunct Professor
- Area Educational Agency 11  
Board Member as well as President and Vice-President  
Board Member as well as President and Vice-President of State AEA Board

**CURRENT PROFESSIONAL MEMBERSHIPS:**

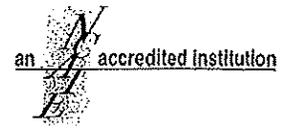
- National association of Secondary School Principals
- Phi Delta Kappa
- Iowa Association of School Boards
- National Association of School Boards
- National Association for Supervision and Curriculum Development
- Iowa Association of Area Education Agencies

**HONORS AND AWARDS:**

- Graduate with Honors, Bachelor's Degree
- Kettering Fellow (two years)
- Researcher and writer for various articles and studies
- Consultant for Teachers Evaluation Systems and Interviewing Skills
- Phi Delta Kappa Outstanding Educator Award Recipient
- U.S. Office of Education Validator for Promising Schools Practices
- Continuous National Association of Secondary School Principal membership for 51 years

**UNIQUE LEADERSHIP EXPERIENCES:**

- Past member of NASSP Advisory Committee (Large Schools)
- Vice-President and President of AEA 11 Board of Directors
- Vice-President and President of Iowa AEA Coordinating Committee
- Rural and Urban Administrator
- Assisted in the development and implementation of numerous grade reorganization plans
- Involved in numerous Collective Bargaining scenarios
- Frequent presenter at State and National Conventions
- Chair- Missouri Valley Personnel Association
- Chaired numerous North Central Association School District Evaluations
- Consultant for Teacher Evaluation Systems and Interviewing Skills
- Consultant for School Business Efficiency Studies



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

June 15, 2004

Ms. Diane Kehm  
307 – 56<sup>th</sup> Street  
Des Moines, IA 50312

Dear Diane,

The course *Educational Research I* has been approved by Viterbo University for one time only (You must have doctorate or specialist degree for teaching research). You are approved as instructor.

We look forward to working with you as a partner in teacher professional development.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:lh

cc: Chris Valenti  
Earl Bridgewater

PROFESSIONAL RESUME

DIANE C KEHM

307 56<sup>th</sup> Street, Des Moines, Iowa 50312

515-770-9391

[Kehm1392@msn.com](mailto:Kehm1392@msn.com)

EDUCATION:	High School	St Edmonds of Fort Dodge	1973
	B.A.	University of Northern Iowa	1977
	M.A.	Drake University	1998

EMPLOYMENT	1978-1983	North Linn Community Schools	
		Family and Consumer Science Instructor	
	1983-Present	Des Moines Public Schools	
		Family and Consumer Science	1983-2004
		Vice Principal-Merrill Middle	2004-Present
	1999-Present	Viterbo University	
		Research Advisor and Instructor	



August 3, 2003

Ms. Georgianne Peterson  
7243 El Rancho  
Des Moines, IA 50322

Dear Georgianne,

The course *Portfolio Development and Leadership Assessment* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

Susan S. Batell, Ph.D.  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601  
(608)796-3382  
ssbatell@viterbo.edu



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

**Peterson, Georgianne, Ed.D.**  
**Part-time Instructor, Education, Viterbo University**  
**Appointed, July 1, 2003**

**1. Academic Degrees**

B. S.E.	Drake University, 1969	Physical Education & Special Education
M.S.E.	Drake University, 1974	Physical Education
Ed.S.	Drake University, 1981	Educational Administration
Ed.D	Drake University, 1983	Educational Administration

**2. Professional Experience**

Des Moines Public Schools (DMPS), 1969	Substitute Teacher
DMPS, Orchard Place, 1969	Teacher, grades K-4
DMPS, Douglas /Samuelson Elementary, 1969-1970	Teacher, grades K-4
DMPS, Cowles Elementary 1970-1971	Teacher, grades 4-6
DMPS, Wilson Junior High 1973-1978	Teacher and Substitute Administrator, grades 7-9
DMPS, Curriculum Department, 1978-1980	District Teacher, grades K-12
DMPS, Curriculum Department, 1980-1984	Curriculum Consultant, grades K-12
DMPS, Brody Junior High, 1981-1983	Teacher, 7-9
Loaned Executive for United Way of Central Iowa, 1983-1984	Loaned Executive, Business in the Greater Des Moines, Iowa Area
Administrative Computer Services, 1983-1990	President/Owner
DMPS, Human Resources Department, 1983-1984	Wellness Coordinator for Employees
Viterbo College, 1994-2003	Adjunct Instructor, Education
DMPS, Curriculum/School Improvement Departments, 1985-1999	Staff Development Supervisor
DMPS, Elementary/ Secondary Departments 1998-1999	Home School Instruction Supervisor, grades K-12
DMPS, Meredith Middle School, 1999-2000	Dean of Students, grades 6-8
Stech-Vaughn Book Company, 2000-2001	National Training Consultant
West Des Moines School District, 2000-2002	Substitute Teacher, K-12
Your Educational Solutions, 2000-2002	President/Co-Owner
Your Educational Solutions, 2002-Present	President/Owner
Viterbo University, 2003-Present	Part-time Instructor, Education,

**3. Spring, 2012 - Viterbo University Teaching/Administrative Loads:**

**Fall, 2008:**

Educ. 715      Teacher As A Person and A Professional (3 sections)

#### **4. Non-Viterbo University positions/responsibilities**

- Presented on Developing Teacher Portfolios in Multiple Iowa School Districts, 2001-2002
- Presented on Brain Research at the Iowa Diversity Conference, 2001
- Educational Consultant to Lincoln High School, Yonkers, New York, 2000-2003
- Presented on Brain Research in Multiple Iowa Schools, 2000-2003
- Presented on Brain Research in Multiple States for Steck-Vaughn Book Company, 2000-2001
- Presented on Brain Research at the ITEC/IASCD Conference, 2000
- Presented on Brain Research AEA XI Staff Development Course
- Presenter at Masters of the Changing Brain Conference, 1999
- Presented on Brain Research, Emotional Intelligence, and Multiple Intelligences at the Pioneers on the Prairie Conference, 1999
- Presented on Brain Research and Emotional Intelligence at the Des Moines Public Schools' Professional Educators Conference, 1998-1999
- National Staff Development Council Mentor, 1997-1999
- Presented on Matrixx at the Iowa Diversity Conference, 1996
- Presented on Multiple Intelligences at the Risky Business Conference, 1996
- Drake University Adjunct Professor, 1993-1994
- Franklin Quest Trainer - Planning for Results and Time Management, 1991 - Present
- Matrixx Trainer, 1993 - Present
- I-LEAD Evaluation Trainer, 1988 - 2002
- GESA Trainer, 1987-2000
- Outstanding Alumna of Grand View College, 1986
- Presented workshops on Staff Development at the IASCD Convention, 1986
- Vice-President and Convention Coordinator of the Iowa Association of Health, Physical Education, Recreation and Dance, 1983 -1984
- Presented workshops in adapted physical education at Iowa Physical Education Conventions and AEA 3, 1980

#### **5. Current Professional and Academic Association Membership**

- National Staff Development Council, 1985-2011
- Association for Supervision and Curriculum Development, 1985-Present
- Phi Delta Kappan, 1986-2011
- School Administrators of Iowa, 1999-2011
- National Elementary Principal's Association, 2000-2011
- National Middle School Association, 2000-2011
- National Secondary School Principals' Association, 2000-2011

#### **6. Current Professional Assignments and Activities (include activities with PK-12 schools. Emphasize any technology, diversity and assessment related events/activities.)**

Appointed to Iowa Department of Education's Adult literacy Committee  
2011-present

**7. Publications**

Peterson, G., (1980). Iowa Department of Public Instruction- Adapting Physical Education Manual - PEPHSI Project, (Chaper 5)

**8. Papers Presented**

None

**9. Other Scholarly Activity**

Researched the effects of birth weight on neuromuscular and sensory motor development of identical twins, 1970-1974.

Researched the effects of length of time in an administrative position on self-esteem of Des Moines Public Schools administrators who are actively seeking change, 1977-1983.

**10. Experience with Diversity**

I have taught or been an administrator for thirty-three years in an inner-city school district, which is diverse ethnically, socially, economically, and religiously. I have assisted in developing educational programs to increase acceptance of students and staff with diverse sexual orientations. I have had the opportunity to teach a wide variety of educators from large and small school districts across the United States.

**11. Uses of Technology in Courses and Programs**

I have integrated technology into my teaching by using PowerPoint presentations and making assignments, which require students to use the Internet. Several of my students have elected to develop web-based portfolios using the Internet. I have also shared information with my students on how to access the Viterbo University library online. Lastly, I communicate with students by e-mail.

I have plans to investigate the Viterbo University software, which is used for the development of undergraduate portfolios and a software program, Blackboard, which is used by Viterbo instructors to communicate, information about their courses, with their students.

**12. Conceptual Framework Connections**

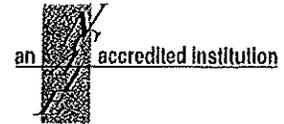
- ❖ The Franciscan value of assisting teachers to be reflective decision makers is integrated into every class I teach. I ask students to keep learning logs, or create and maintain administrative practicum logs, which require students to do ongoing self-assessments of their personal/ professional skills. The course, "Teacher as a Person and a Professional" is designed as a reflective process, which requires students to identify their beliefs, values, ethics, missions, and visions. Additionally, in every

course, students are required to examine their state teaching/administrative standards and determine how the standards are demonstrated in their professional lives.

- ❖ As a professional, I assess my professional skills, during and after each course. I frequently spend hours at home or in the Chicago airport discussing with my husband, who is an adjunct instructor for Viterbo, how our classes went. We talk about what we need to do differently, what teaching strategies might be more effective, and what we have learned from our students. We also continually read educational journals and books and integrate the information into our classes.
- ❖ I also examine feedback from students. I have a form I use for each class session. It helps students capture valuable information, identify how they will use the information, and give me feedback. Viterbo instructors are also provided summaries of course evaluations, which students complete at the end of each course. I take that feedback quite seriously and make changes when appropriate.



*fell*



School of Education

November 13, 2002

815 Ninth Street South  
La Crosse, WI 54601

Mr. Robert Peterson  
7243 El Rancho Avenue  
Des Moines, IA 50322

Dear Robert,

The Graduate Studies Committee has approved your appointment as an adjunct instructor at Viterbo University. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

*Shirley M. Frick*

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

Enclosure  
SMF:lh

cc: Chris Valenti  
Earl Bridgewater

## **Robert E. Peterson**

Adjunct Instructor, Education, Viterbo University  
Appointed, July 1, 2001

### **1. Academic Degrees**

B.S.E.,	Drake University, 1970	Physical Education
M.S.E.	Drake University, 1976	Educational Administration,

### **2. Professional Experience**

Des Moines Public Schools (DMPS), Sabin Elementary School, 1970 - 1972	Health /Physical Education Teacher
DMPS, Roosevelt HS. 1970-1972	Assistant Football Coach
DMPS, Elementary Summer Enrichment Program, 1970 - 1972	Reading and Math Teacher
DMPS, McKee Elementary School, 1972 - 1978	Health /Physical Education Teacher
DMPS, North HS. 1972-1978	Assistant Football/Track Coach
DMPS, North High School, 1978 - 1984	Health /Physical Education Teacher
DMPS, North High School, 1978 - 1982	Head High School Coach: Football, Boys' Track, and Assistant Boys' Swimming Coach, Head Girls' Tennis Coach
DMPS, North High School, 1984 - 1990	
DMPS, Human Resources Dept., 1984 - 1990	District Wellness Coordinator
DMPS, Human Resources Dept., 1988	Loaned Executive, United Way
DMPS, Lincoln High School, 1990-1994	Health /Physical Education Teacher
DMPS, North/Lincoln HS / Callanan MS, 1978 - 1994	Substitute Vice Principal
DMPS, Staff Development Department 1993 - 1999	GESA (Gender/Ethnic Expectations of Student Achievement) Instructor
DMPS, Harding Middle School, 1994 - 2002	Building Administrator /In-service Coordinator
DMPS, Meredith Middle School 2002-2003	
Viterbo University, Education, 2001-Present	Adjunct Instructor

### **3. Spring, 2009 Viterbo University**

## **Teaching Loads:**

**Spring, 20012:**

Educ. 715      Teacher As A Person and A Professional (3 sections)

4. **Non-Viterbo University positions/responsibilities**  
Special Olympics of Iowa, 1984-1990    Co-Chair, Corporate Games  
High School, Junior College, Small College and University Men's  
Basketball Official, 1970-2002
  
5. **Current Professional and Academic Association Memberships**  
Phi Delta Kappa, 1986-Present  
School Administrators of Iowa, 1999-Present
  
6. **Current Professional Assignments and Activities (include  
activities with PK-12 schools. Emphasize any technology,  
diversity and assessment related events/activities.)**  
Supervised Iowa Administrative Practicum Students for Viterbo  
University
  
7. **Publications**  
None
  
8. **Papers Presented**  
None
  
9. **Other Scholarly Activity**  
None
  
10. **Experience with Diversity**  
I have taught or been an administrator for thirty-three years in an inner-city school district, which is diverse ethnically, socially, economically, and religiously. I have assisted in developing educational programs to increase acceptance of students and staff with diverse sexual orientations. I have had the opportunity to teach a wide variety of educators from large and small school districts in Iowa and Wisconsin.

## 11. Uses of Technology in Courses and Programs

I have integrated technology into my teaching by using PowerPoint presentations and making assignments, which require students to use the Internet. Several of my students have elected to develop web-based portfolios using the Internet. I have also shared information with my students on how to access the Viterbo University library online. Lastly, I communicate with students by e-mail.

I have plans to investigate the Viterbo University software, which is used for the development of undergraduate portfolios and a software program, Blackboard, which is used by Viterbo instructors to communicate, information about their courses, with their students.

## 12 Conceptual Framework Connections

- ❖ The Franciscan value of assisting teachers to be reflective decision makers is integrated into every class I teach. I ask students to keep learning logs, or create and maintain administrative practicum logs, which require students to do ongoing self-assessments of their personal/ professional skills. The course, "Teacher as a Person and a Professional" is designed as a reflective process, which requires students to identify their beliefs, values, ethics, missions, and visions. Additionally, in every course, students are required to examine their state teaching/administrative standards and determine how the standards are demonstrated in their professional lives.
- ❖ As a professional, I assess my professional skills, during and after each course. I frequently spend hours at home or in the Chicago airport discussing with my wife, who is a part-time instructor for Viterbo, how our classes went. We talk about what we need to do differently, what teaching strategies might be more effective, and what we have learned from our students. We also continually read educational journals and books and integrate the information into our classes.
- ❖ I also examine feedback from students. I have a form I use for each class session. It helps students capture valuable information, identify how they will use the information, and give me feedback. Viterbo instructors are also provided summaries of course evaluations, which students complete at the end of each course. I take that feedback quite seriously and make changes when appropriate.



June 15, 2000

Ms. Wendy Prigge  
4715 76<sup>th</sup> St  
Urbandale, IA 50322

Dear Wendy,

The course *Educational Research I* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

Susan S. Batell, Ph.D.  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601  
(608)796-3382  
ssbatell@viterbo.edu



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

**Wendy Kirkpatrick Prigge**  
4715 - 76th Street  
Urbandale, IA 50322

Home: (515) 508-0261  
Work: (515) 727-6301  
Fax: (515) 727-6311  
Cell Phone: (515) 321-1533

priggew@urbandale.k12.ia.us (work)  
wendy.prigge@mchsi.com (home)

### Education

#### **Ph.D. 1991**

The University of Iowa  
Iowa City, IA

Educational Administration

Dissertation: *A comparison of ACT Assessment scores of similarly situated Asian American and Caucasian examinees*

#### **M.A. 1984**

The University of Iowa  
Iowa City, IA  
English

#### **B.A. 1972**

University of Northern Iowa  
Cedar Falls, IA  
English Education, Music minor

### Certification

Professional Administrator

7-12 Principal, K-12 Superintendent

Permanent Professional

7-12 Teacher: English, reading, music

### Experience

**2009 - 2012**

#### **Director**

##### **Metro West Learning Academy, Grimes, IA**

- Work with school improvement and Iowa Core to update curriculum and to monitor student achievement
- Participate as a member of Urbandale's Administrative Council
- Direct programs; supervise and evaluate staff
- Admit, supervise, and discipline at risk students from six area high schools
- Establish and monitor budget
- Plan and implement professional development for certified staff
- Coordinate and facilitate advisory board comprised of representatives from six school districts
- Located and facilitated process of leasing a new facility and moving the program during the summer of 2011
- Other functions of building principal

**2003 – 2009**

**Superintendent of Schools  
Atlantic Community School District**

- Acted as chief executive officer of District and Board of Directors
- Supervised staff of 220+ employees and 1450 students
- Provided leadership for administrative team; evaluated principals
- Planned and implemented professional development K-12 for certified and classified staff
- Collaborated with Business Manager to develop and supervise budget
- Led program development, assessment, and evaluation of programs
- Resource development: grant-writing, creative finance, advised Atlantic Schools Foundation; much community collaboration
- Implemented, staffed, and supervised summer school program for students in grades PK-12
- Developed and assisted in implementing partial-day sharing agreement with Walnut Community School District, CareerVision Academies, program for English Language Learners, and a new middle school at risk program
- Passed SILO and Instructional Support levies
- Wrote columns and other documents, explaining current education issues
- Regular public speaking: radio, school events, service clubs, workshops and conferences
- Past President of Atlantic Rotary Club; active church member

**1998 - 2003**

**Director  
Metro West Learning Academy, Grimes, IA**

- Established new alternative high school for students in grades 9-12
- Aligned curriculum and assessment; monitored student achievement
- Directed programs; hired, supervised and evaluated staff
- Admitted, supervised, and disciplined students
- Established and monitored budget
- Planned and implemented professional development
- Created agenda and served as CEO for Governing Board
- Participated as a member of Urbandale's Administrative Council
- Performed functions expected of a public high school principal

**1994 - 98**

**Associate Principal  
Urbandale High School, Urbandale, IA**

- Discipline, Gr. 9-11
- Developed master schedule
- Supervised building technology and special education programs
- Hired, supervised and evaluated staff
- Supervised student activities/events
- Wrote grants and grant reports for building

**1993 - 94**

**Vision 2005 Coordinator  
Des Moines Public Schools, Des Moines, IA**

- Coordinated work of citizen committee, school-based councils, central office administrators, school board members, and community leaders in developing a long-range facility plan for the Des Moines schools.
- Served as liaison for teaching and learning perspective and architectural planning for facility planning for all buildings

- 1991-92**                    **English Teacher**  
**North High School, Des Moines, IA**  
• English 11 Classroom Teacher and Des Moines Plan Reading/Writing Lab  
(9<sup>th</sup> Grade remedial reading)
- 1990-91**                    **Research Assistant**  
**The University of Iowa, Iowa City, IA**  
Division of Planning, Policy, and Leadership Studies  
• Conducted research in Educational Administration for Dr. Carolyn Wanat in  
social policy, testing, and personnel supervision  
• Wrote dissertation to complete Ph.D. program
- Muscatine High School, Muscatine, Iowa  
Alternative High School English teacher (part-time)  
• Helped to establish new alternative high school evening program  
• Worked with other staff to develop new curriculum for alternative language  
arts program and for students learning English
- 1985-90**                    **Muscatine Community Schools, Muscatine, IA**  
**K-12 Gifted and Talented Coordinator**  
• Team leadership, budget management, professional development  
• Curriculum implementation, model teaching, policy development
- 1984-85**                    **Central Middle School, Muscatine, IA**  
**8th Grade Language Arts teacher**  
• Established 8th grade language arts enrichment program  
• Wrote successful K-12 Gifted Education plan for district
- 1980-84**                    **Mid-Prairie High School, Wellman, IA**  
**English, Gr. 10-12; TAG Bldg. Coordinator**  
• Taught all levels of English  
• Collaborated with special education teachers  
• Developed new high school G/T programs  
• Developed curriculum and objectives for English department  
• Implemented Advanced Placement program in English.
- 1979-80**                    **Clear Creek Elementary School, Oxford, IA**  
Elementary Secretary
- 1978-79**                    **Montessori School of Iowa City (IA) (part-time)**  
Assistant Teacher; Director of summer program (PreK.-Kdg.)
- 1975-78**                    Stay-at-home mother; taught private piano, organ, and guitar lessons; church  
organist in Knoxville and Iowa City
- 1973-75**                    Melcher-Dallas Community Schools  
Substitute teacher, all grades and subjects
- 1972-73**                    Waterloo, Cedar Falls Schools  
Substitute teacher, all grades and subjects

### **Related Experience**

- Adjunct Instructor, Viterbo University  
Teach Educational Research I and II, including Master's level action research and thesis development (1999-2002, 2010-Present); and Philosophical Perspectives in Education (2001-02)
- Served on Iowa Association of School Boards Advisory Council (2 years, 2005-2007)
- Served on Board of Educational Examiners task force on alternative certification (2006)
- Chaired NCA visit for Walnut Creek Campus, West Des Moines, IA (November 2002)
- Former adjunct instructor for The University of Iowa Bellin/Blank International Center for Gifted Education; taught workshop entitled "Administrative Policy and Issues in Gifted Education" (Six summers, 1993 – 1998)
- Served two years on the CONTAG planning committee, a five-day workshop held each summer at UNI (1986-88).
- Organized series of integrated curriculum design workshops for teachers, including Expeditionary Learning, Reggio Emilia, Very Special Arts, art therapy, flexible grouping, compacting, and related best practices in education (1998-2003)
- Delivered presentations at Iowa Talented and Gifted, Iowa Council of Teachers of English, Iowa Association of Alternative Educators, Institute for School Executives, School Administrators of Iowa, Foster Parents' Association conferences, local school boards; differentiated instruction topics for local professional development sessions (1984-2011)
- Invited speaker to the Urbandale High School Class of 2000; Martinsdale-St. Mary's Baccalaureate; IAAE (2007), Risky Business, and ITEC conventions.
- Made presentation to state legislative finance study committee regarding weighted funding for alternative schools.
- Lobbied the state legislature during IAAE lobbying efforts to pass legislation regarding supplemental weighting and funding of alternative high schools in Iowa, SILO, and other issues.

### **Professional Organizations**

#### **School Administrators of Iowa**

- Past member; attended district meetings in SW Iowa
- Attended state conferences and many workshops each year
- Presided at the August 1999 state conference
- Chaired Assistant Secondary Principal of the Year selection committee (1996)
- Served on Superintendent Evaluation Development Team (2006-07)
- Past member of American Association of School Administrators (AASA); attended national conference (2008)

#### **Association for Supervision and Curriculum Development and Iowa ASCD**

- Attended state and national conferences
- Presenter October 2001 (IASCD)
- Utilize publications for district and building-level professional development

#### **Phi Delta Kappa and Pi Lambda Theta (Honorary organizations in education)**

- Twenty-plus year member, journal reader, and consumer of professional development conferences, such as "Getting Beyond Disruption, Hostility, and Excuses" (May 2000)

#### **Iowa Technology in Education Consortium**

- Attended and presented at state conferences

#### **Iowa Association for Alternative Education**

- Active member; attend conferences and make presentations, most recently in April 2007
- Helped organize network for state alternative school directors

#### **Iowa Talented and Gifted**

- Served on Board of Directors (1989-1991)
- Young Scholars Conference Co-chair (1989)

- Most recent presentation "Developing A District Acceleration Policy" (October 2006)

**International Reading Association**

- Journal subscriber and reader

**Current References**

Mr. Phil Hascall, President  
Board of Directors, Atlantic Community School District  
65504 Galveston Road  
Atlantic, IA 50022  
712 243-3191 (Home)  
712 249-1512 (Cell)

Jody Lorence, Attorney  
Past Vice-President, Board of Directors, Atlantic Community School District  
520 Chestnut Street  
Atlantic, Iowa 50022  
(712) 243-5406 (Work)  
(712) 243-5633 (Home)  
ollaw@metc.net

Ms. Brenda Auxier-Mailey, Director of Student Services  
Urbandale Community School District  
11152 Aurora Avenue  
Urbandale, IA 50322  
515 457-5000  
auxiermaileyb@urbandale.k12.ia.us

Dr. Doug Stilwell, Superintendent  
Urbandale Community School District  
11152 Aurora Avenue  
Urbandale, IA 50322  
515 457-5000  
stilwelld@urbandale.k12.ia.us

## Iowa Adjuncts

### Reading

Teresa Cardamon

Sharon Garvey

Kathryn Haun

Mary Humke

Jan Keese

Elizabeth (Libby) Laughlin

Fran McVeigh

Julie Neal

Ramona Parrish

Kathy Poetting

Lori Vicker

Angela Wessel

Michelle Wolfensperger

Denise Wood



November 23, 2009

Ms. Teresa Cardamon  
2800 SW Wolcott Avenue  
Des Moines, IA 50321

Dear Teresa,

The course *Vocabulary Essentials* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

Thank you for your supporting documentations. I recommend you modify your resume to match your application needs. For example, this one states you seek a teaching position with Bus. Ed. Alliance and Drake but we are Viterbo. Also, I recommend starting all sections with the most recent dates first on your resume.

Thank you for leading teachers who lead students!

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384

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

Teresa Cardamon  
2800 SW Wolcott Avenue  
Des Moines, IA  
Phone: (515) 285-4588  
Home e-mail: tcardamon@gmail.com  
Work e-mail: teresa.cardamon@dmps.k12.ia.us

#### **EDUCATION:**

1983-1987 Dowling High School, West Des Moines, IA  
1987-1988 St. Thomas University, St. Paul, MN  
1988-1991 Bachelor of Arts in Elementary Education and Early Childhood, University of Northern Iowa, Cedar Falls, IA  
2000-2001 Master of Arts in Education, Viterbo University, LaCrosse, WI  
2001-2002 Reading Endorsement, Viterbo University, LaCrosse, WI

#### **EMPLOYMENT:**

**1991-1998 Employed as a Second Grade Teacher at Willard Elementary in Des Moines, IA**  
Additional responsibilities:

- Coordinated the RIF (Reading is Fundamental) program.
- Supervised student teachers from Drake University in Des Moines, IA.

**1998-2001 Employed as a Fourth Grade Teacher at Lovejoy Elementary in Des Moines, IA**  
Additional activities and professional development opportunities:

- Supervised student teachers from Iowa State University, Simpson College, University of Northern Iowa, and University of Iowa.
- Organized and chaired the Literacy Portfolio Committee.
- Participated on the technology and BIC (Building Intervention Cadre) committees.
- Modeled lessons and shared balanced literacy theory with visiting teachers as arranged by the district's Reading Facilitators.
- Developed a variety of literacy materials and assessment rubrics.
- Attended the following workshops and presented content to the Lovejoy Elementary staff:
  - *Organization and Management & Guided Reading for the Upper Grades* in Dallas, TX
  - *Guided Reading* in Omaha, NE
  - *Using Guided Reading to Help Students Become Better Readers* in Kansas City, MO
  - *Practical Strategies For Strengthening Reading Skills* in Des Moines, IA
- Attended *Strategies to Enhance Literacy Teaching* and *It's Never Too Late* summer literacy institutes.
- Organized literacy study groups to further study, develop, and implement material learned at conferences.
- Presented *Literature Circles* at the Professional Educator's Conference, Literacy and Learning Odyssey in Des Moines, IA.
- Presented *Literature Circles* to the staff at Rockview Elementary in Iowa Falls, IA.
- Obtained Master of Arts in Education and Reading Endorsement from Viterbo University in La Crosse, WI.

**2001-2002 Employed as a Literacy Collaborative Trainer for the Des Moines Public Schools**

- Completed an eight-week *Literacy Collaborative for the Intermediate Grades* training at Lesley University in Boston, MA. Irene Fountas and Gay Su Pinnell led this train-the-trainer course.
- Implemented content of training in Kathy Poetting's fourth grade classroom at Lovejoy Elementary.
- Presented at the *2002 Summer Literacy Institute* at Lesley University in Boston, MA.

## **2002-2007 Employed as a K-5 District Literacy Trainer for the Des Moines Public Schools**

### **Responsibilities:**

- Provided professional development at the district level for Literacy Leaders and teachers. District level classes and summer workshops taught between 2002-2007:
  - *Balanced Literacy in the 3-5 Classroom* (one during the school year at Lovejoy Elementary)
  - *Reading Workshop, Grades 3-5* (four during the school year, six summer workshops)
  - *Literacy K-2* (four during the school year)
  - *Literacy K-2 and Coaching* (one during the school year)
  - *Writing Workshop, Grades 3-5* (five summer workshops)
  - *Writing Workshop and Coaching, Grades K-5* (one during the school year)
  - *Comprehension and Word Study, Grades 1-5* (two during the school year)
  - *Kindergarten Literacy* (two during the school year)
  - *Comprehension, Word Study, and Coaching, Grades K-5* (one during the school year)
  - *Word Study, Grades 3-5* (one summer workshop)
- Provided professional development at the building level for building staff.
- Supported Literacy Teams and School Improvement Teams with planning professional development opportunities at the building level.
- Supported collaboration among staff members by promoting and attending professional learning community team meetings.
- Provided assistance to instructional leaders in the interpretation of assessments.
- Developed, revised, and guided the use of literacy materials and curriculum maps.
- Participated in professional learning study groups.
- Served as a resource for all teachers of language arts.

### **Additional Professional Development Opportunities:**

- Worked as a reading consultant for Creston Community Schools. Provided numerous professional development opportunities and on-site modeling in classrooms.
- Taught *Introduction to the Reading Workshop, Grades 3-5* for Perry Elementary School in Perry, IA.
- Presented *Summarizing Fiction and Nonfiction Texts* at the IRA in Des Moines, Iowa.
- Attended the Iowa IRA Conventions in Des Moines, IA.
- Participated on the Iowa Statewide Reading Team and completed the following courses:
  - *Understanding a Comprehensive Reading Program and Supporting Its Implementation*
  - *Expanded Understanding of a Comprehensive Reading Program*
- Attended the National IRA Conventions in San Antonio, TX and Chicago, IL.
- Attended the train-the-trainer workshop *Effective Teaching of Systematic Phonics and Spelling Lessons K-3: Preparation for School and Staff Developers* in San Diego, CA.
- Attended the following courses and workshops:
  - *Teaching English Language Learners in the 3<sup>rd</sup>-5<sup>th</sup> Mainstream Classroom* by Janet Hiatt
  - *Effective Writing Conferences* by Carl Anderson
  - *Teaching Secondary Students to Read* by Cris Tovani
  - *Revision: How to Teach It, Learn It, and Love It* by Barry Lane

## **2007-Current : Employed as a K-5 Literacy Leader at Edmunds Elementary**

### **Responsibilities:**

- Collaborate with teachers to set goals for literacy instruction.
- Visit classrooms during literacy instruction.
- Provide support through modeling, observations and coaching.
- Organize and provide professional development related to literacy.
- Compile and analyze student performance data to guide future professional development.
- Train staff on the administration of a variety of assessments.
- Meet with teachers and grade level teams regularly to address questions and share information.
- Work collaboratively with instructional leaders to ensure instructional time is used effectively.
- Design and teach professional development classes.
- Coordinate and run the extended day learning literacy program.
- Participate actively on the following Edmunds teams:
  - Behavior Intervention Cadre
  - Academic Leadership Team
  - Extended Learning Intervention Team
  - Building Leadership Team

### **Additional Professional Development Opportunities:**

- Teach the graduate course *Teaching the Art of Writing, K-12* for Viterbo University's Reading Endorsement program in Des Moines and throughout Iowa, 2007-current.
- Developed and taught the course *Balanced Literacy for Learning* for Drake University's Business Education Alliance graduate program. Fall 2008.
- Helped create and lead the *South Region Literacy Support Network* for South Region Literacy Leaders 2007-Current.
- Led a Collaborative Action Research team to study the effectiveness of vocabulary development 2007-2008 and implemented findings during an extended day learning program.
- Led a Collaborative Action Research team to study the effectiveness of comprehension development 2008-2009 and implemented findings during an extended day learning program.
- Participated in a two-day workshop at the *Ron Clark Academy* in Atlanta, Georgia.
- Participated in the course *Coaching a Literacy Initiative*.

### **REFERENCES:**

Jack Cavanagh, Des Moines Public Schools Principal

JoEllen Latham, Des Moines Public Schools PreK-12, Literacy Specialist

Wilma Gajdel, Iowa Department of Education School Improvement Team

Janet Hiatt, Des Moines Public Schools District ELL Literacy Trainer

Tina Jensen, Des Moines Public Schools South Region Executive Director, K-8

Anne Kruse, Ph.D., Associate Professor, Director Educational Leadership Program, Viterbo University

Diane Williamson, Waukee K-5 Instructional Coach



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900 Viterbo Drive  
La Crosse, WI 54601

March 17, 2009

Ms. Sharon Garvey  
25261 360<sup>th</sup> Street  
Van Meter, IA 50261

Dear Sharon,

The Graduate Studies Committee has approved your appointment as an instructor at Viterbo University for *Balanced Literacy in the Reading Program (K-12)*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Susan S. Batell, Ph.D.  
Dean, School of Education  
Interim Director of Graduate Studies in Education

SSB:lh

cc: Chris Valenti  
John Della Vedova

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Undergraduate Program in Education  
Graduate Studies in Education  
tel: 608-796-3380 • fax: 608-796-3091  
[ssbatell@viterbo.edu](mailto:ssbatell@viterbo.edu)

# SHARON GARVEY

25261 360<sup>th</sup> Street  
Van Meter, Iowa 50261  
Home Phone: 515-834-2191  
Work Phone: 515-996-2221, ext. 143  
[sgarvey25261@gmail.com](mailto:sgarvey25261@gmail.com)

## PROFESSIONAL OBJECTIVE

To seek opportunities to share my knowledge and experiences as a creative, motivating teacher/facilitator in order to promote learning for the benefit of today's students.

## PROFESSIONAL EXPERIENCE

### **Viterbo University – Des Moines Center**

Summer of 2009 to present - Instructor

Courses: "Balanced Literacy", "Improving Oral Communication"

### **Upper Iowa University – Des Moines Center (Fall 07 Term)**

Instructor for "Foundations for American Education"

### **Van Meter Community School, Van Meter, Iowa (1977-present)**

2000 to 2009 – School Improvement Coordinator

Responsibilities include:

- K-12 curriculum development, maintaining and monitoring
- Strategist for K-8 reading and 9-12 content reading
- Grades 3-8 reading summer school coordinator (3 years)
- District Comprehensive School Improvement Plan (CSIP)
  - Overseer of CSIP action steps
  - Facilitator of CSIP program evaluation plans
  - Facilitator of District Leadership Team
  - Presenter/Facilitator for School Improvement Advisory Committee
- Plan and oversee District Professional Development
  - Facilitator of Professional Development Team
  - Lead trainer for Project CRISS, VM's PD Foundation
- Annual Progress Report for state and community
- District assessment coordinator
- Monthly school improvement newsletters for staff and monthly reports for School Board
- Title I, TAG, and Career & Tech coordinator duties
- Collaboration with teachers, administrators and community members has been and continues to be a huge component of my experiences at Van Meter.

1977-2000 – Elementary classroom teacher

My assignments at Van Meter began in a one-section per grade, rural school – primarily self-contained. I started as a teacher of second graders and took opportunities or assigned positions to 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade classes throughout the years. The upper elementary

grades were primarily departmentalized, in which I taught the reading/language arts and social studies subjects. During my teaching years, I had many opportunities to develop leadership skills for a K-12 setting.

**Earlham Community School, Earlham, Iowa**

- 1975-1977 – self-contained Second Grade

**Boone Sacred Heart School, Boone, Iowa**

- 1974-1975 – Self-contained Sixth Grade; one section of 7/8 Civics

**Clarksville Community School, Clarksville, Iowa**

- 1971-1973 – Self-contained Fourth Grade

**EDUCATION**

**College**

- University of Northern Iowa, Cedar Falls, IA  
B.A., Elementary Education, 1971
- Drake University, Des Moines, IA  
M.A., Elementary Curriculum and Instruction, 1989
- Professional Certification – Reading Endorsement

**PRESENT EDUCATIONAL LEARNING INTERESTS and KNOWLEDGE**

Researched based instructional strategies - Marzano

Differentiated Instruction - Tomlinson

Researched based reading strategies - Billmeyer

High School Reform – Daggett’s Rigor/Relevance/Relationships

Curriculum Mapping - Jacobs

Certified Project CRISS trainer - Santos

Struggling Student Interventionist – Summer School, AM Academy of Reading

Iowa Core Curriculum training and implementing team

**PROFESSIONAL ORGANIZATIONS and COMMITTEES**

- International Reading Association
- Iowa Reading Association
- Dallas County Reading Council
  - Offices held: President, Vice-president, Secretary, Merit Council Chair
- Differentiation Leadership Team – Heartland AEA
- ASCD and Iowa ASCD
- Iowa Staff Development Association

**REFERENCES**

- Greg DeTimmerman – Former Superintendent, Van Meter Community School (515-971-2619)
- Maribeth Arentsen – Former Elementary Principal, Van Meter Community School (515-957-9724)



December 7, 2011

Ms. Kathryn Haun  
1725 S 50<sup>th</sup> Street #702  
West Des Moines, IA 50265

Dear Kathryn,

The course *Building ELL Reading Ability: Weaving Listening, Speaking, Reading and Writing* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
rmrabbitt@viterbo.edu



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

**M. Kathryn Haun**  
1725 S. 50th Street, #702  
West Des Moines, IA 50265  
515-250-2267

## **PROFESSIONAL EXPERIENCE**

### **Des Moines Independent Community School District 1986 – June 2011**

Literacy Leader, Callanan Middle School, 2008 – June 2011  
Reading Interventionist, Callanan Middle School, 2005 - 2008  
District Literacy Trainer, Grades K-5, 2002 - 2005  
Trainer of Literacy Coordinators - District Level Training Site, Des Moines  
Public Schools, Literacy Collaborative™ 2000 – 2002  
Literacy Coordinator, Teacher, K-2, 1994 – 2000  
Teacher, Title 1 programs, Reading and Mathematics, K-3, 1988 – 1994  
Certified Teacher Trainer, Success Understanding Mathematics 1991 – 1994  
Teacher, Kindergarten and Kindergarten Enrichment program, 1986 – 1988

### **St. Anthony Catholic School, Des Moines, IA, 1977 – 1986**

Teacher, First Grade (6 yr.) Extended Day Kindergarten (3 yr.)

## **LEADERSHIP**

Adjunct Faculty, Viterbo University, LaCrosse, Wisconsin. 1999 – present  
Reading Department Chairperson, Callanan Middle School 2006 – June 2011  
Building Leadership Team (BLT) member, Callanan MS 2005 – June 2011  
Adjunct Faculty, Drake University, IA 2002 – 2005  
Adjunct Professor, Heartland AEA, IA 2002 – 2005  
Adjunct Faculty, *Literacy Collaborative*, Drake University, 1995 – 1998, 2000 – 2002  
Trainer, Iowa Reading Recovery Conference, 2004  
Trainer, Spring Literacy Conference, IA Reading Association, 2004  
Trainer, Summer Literacy Institute, Ohio State University, 1995, 1998 - 2000  
National Trainer, Success Understanding Mathematics (SUM), National Diffusion  
Network (NDN program) 1992 - 1994  
Develop and implement Extended Day Kindergarten program, St. Anthony School,  
Des Moines, IA, 1983-1986

## **PROFESSIONAL MEMBERSHIPS**

ASCD, Association for Supervision and Curriculum Development  
IRA, International Reading Association  
NEA, National Education Association  
ISEA, Iowa State Education Association  
DMEA, Des Moines Education Association  
ADK, Alpha Delta Kappa, Professional Educators' Sorority

**M. Kathryn Haun**  
1725 S. 50th Street, #702  
West Des Moines, IA 50265  
515-250-2267

## **EDUCATION**

Masters of Science in Education, Teacher Effectiveness  
Drake University, Des Moines, IA, 1990

Bachelor of Arts, Elementary Education and English  
Simpson College, Indianola, IA, 1973 IA Folder No.163829

Associate of Arts, Liberal Arts  
Grand View College, Des Moines, IA, 1971

## **ADDITIONAL POST-GRADUATE STUDIES**

Literacy Collaborative Trainer of Literacy Coordinators Training,  
Literacy Collaborative™ Ohio State University, Columbus, OH, 1999 – 2000

Reading Recovery Training, Drake University, IA, 1996 – 1997

Literacy Coordinator Training, Literacy Collaborative™  
Ohio State University, Columbus, OH, 1994 – 1995

Reading Endorsement, Simpson College, Indianola, IA, 1988

## **REFERENCES**

References are available upon request



an  accredited institution

School of Education

815 Ninth Street South  
La Crosse, WI 54601

May 21, 2003

Ms. Mary Humke  
609 NW Wagner Ridge Court  
Ankeny, IA 50021

Dear Mary,

The Graduate Studies Committee has granted conditional approval for your appointment as an adjunct instructor at Viterbo University. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:lh

cc: Chris Valenti  
Earl Bridgewater

**Mary J Humke**  
609 NW Wagner Ridge Court  
Ankeny Iowa, 50213  
(515) 964-8549 Home  
(515) 240-6193 Cell

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### **CAREER SUMMARY**

Accomplished educator with demonstrated ability to teach, motivate, and direct students and staff while maintaining high interest and achievement. Articulate communicator able to effectively interact with diverse populations of students and staff at a variety of academic levels. Extensive background in a variety of special education experiences, specializing in autism spectrum disorders for over 20 years. Consistently maintain excellent relations with students, parents, faculty, and administrators. Self-motivated with strong planning, organizational and leadership skills.

### **EDUCATION**

- Drake University; MA/Educational Leadership 2000-01
- University of Northern Iowa; Bachelor of Arts/Elementary and Special Education 1976-1980
- Pleasant Valley High School; 1976-1980

### **EXPERIENCE**

Viterbo University: Adjunct Professor

- Created syllabi and course content for graduate level classes in education.
- Instructed graduate students throughout Iowa.
- Taught Exception Student course
- Taught Inclusion of Special Needs Students in the Traditional Classroom course.
- 

Des Moines Public Schools: Autism Strategist

- Provide specialized collaborative consultation to teachers, support staff and families of students identified as having an autism spectrum disorder;
- Provide strategies to support educational programming for identified students; provide staff development and in-service opportunities for teachers and building staff regarding programming and interventions for students;
- Facilitate student placement and provide assistance with IEP development;
- Participate in educational review staffing;
- Conduct informal classroom observations and complete educational evaluations to determine criteria for eligibility for special education services.

Extended Year Summer School Supervisor

- Provide leadership to educational staff in the areas of personnel issues, behavioral programming, and curriculum;

- Facilitated student placement;
- Provided crisis intervention;
- Facilitated overall program development.

**Des Moines Public Schools: Teacher**

- Developed curriculum for children with behavioral/mental disabilities;
- Individualized instruction using data driven decisions;
- Drafted IEP's for students;
- Implemented curriculum;
- Participated in clinical and educational staffing;
- Developed behavior management programs;
- Developed social skills training.

**Training Experience**

**AUTISM TRAINING FOR EDUCATORS.** Teacher staff development program through Heartland Area Education Agency 11, Johnston Iowa. Assist in two-day workshops for general educators, special educators, and support staff. Workshops focus on treating behaviors associated with autism in classrooms and schools.

**EXTENSIVE AUTISM TRAINING.** Five-day workshop for teachers, paraprofessionals and support staff. In-depth training on proactive, antecedent-based classroom behavior management. Train educators to develop routines for children who exhibit behaviors associated with autism. Help teachers implement schedules. Provide follow-up consultation to participants.

**USING THE CHILDHOOD AUTISM RATING SCALE (CARS).** One day training for educational support staff for using the CARS to screen severity of behaviors for children suspected of having Autism.

**RELATED PRESENTATIONS AND PUBLICATIONS**

Autism Resource Team (Updated 1998). Structured Teaching Training for Students with Autism. Johnston, IA: Heartland AEA 11.

Kids Upstairs. Booklet that educators classmates on autism and how to be a friend to a person who is unique. Project Iowa Grant

Autism Society of Iowa, Creating Win-Win Situations by Avoiding Power Struggles.



June 24, 2002

Ms. Jan Keese  
502 Oak Blvd  
Huxley, IA 50124

Dear Jan,

The course *Supervision and Staff Development* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

Susan S. Batell, Ph.D.  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601  
(608)796-3382  
ssbatell@viterbo.edu



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

# ***Jan Keese***

502 Oak Blvd. Huxley, IA 50124 (Home) 515-597-2081 (Cell) 515-419-3913 (Work) 965-9594

## **Education**

BS in Elementary Education and Music	Northwest Missouri State	1973
MS in Reading	Northwest Missouri State	1976
Administrative Endorsement	Viterbo University	2004

## **Public School Teaching Experience**

Ankeny Community Schools	3 <sup>rd</sup> Grade-NE/Crocker/AR	2004-present
Ankeny Community Schools	Teacher on Special Assignment	1998-2004
Ankeny Community Schools	2 <sup>nd</sup> Grade-Northeast Elem.	1996-1998
Ankeny Community Schools	3 <sup>rd</sup> Grade-Northwest Elem.	1986-1996
Ankeny Community Schools	5 <sup>th</sup> Grade-Parkview	1985-1986
Ankeny Community Schools	Chapter I Reading	1984-1986
Manning Community Schools	Secondary Chapter 1 Rdg.	1979-1983
Ar-We-Va School District	Title I Pre-School	1978-1979
Princeton RV Schools (MO)	Kindergarten	1976-1977
Princeton RV Schools (MO)	3 <sup>rd</sup> Grade	1974-1976

## **Related Teaching/Work Experience**

**Integration of the Language Arts** (taught over 20 times) 1989-1995  
*Heartland AEA*

**Portfolios/Alternative Assessment** 1993-1996  
*Heartland AEA*

**Reading/Writing/Language Arts In-Service** 1991-present  
*Gilbert Community Schools*  
*Perry Community Schools*  
*Southeast Polk (Altoona Elementary) Schools*  
*Nevada Community Schools*  
*Marshalltown AEA*  
*Carroll Community Schools*  
*Mt. Pleasant Community Schools*  
*Madison, Wisconsin*

**Perfection Learning Company** 2002-present  
*Authored Reading Materials*

**Department of Education** 2003-2009  
*Coach for the Instructional Decision Making Pilot*  
*K-8 Iowa Core Curriculum-Literacy*  
*Project Lead Team for the Iowa Core Curriculum*  
*College/University accreditation teams*  
*District CSIP visitation team (Ames)*

## **College Teaching Experience**

### Social Studies Methods

#### Developmental Reading

Upper Iowa University-Des Moines Campus  
1991-1996

### Instructional Methods

#### Diagnostic Reading

Upper Iowa University-Des Moines Campus  
1993-1996

### Content Reading, K-12

#### Diagnostic and Corrective Reading, K-12

#### Practicum for Diagnostic and Corrective Reading, K-12

Viterbo University (La Crosse, Wisconsin)-WDM Center  
1997-present

### Supervision and Staff Development

#### Supervising and Directing a K-12 Reading Program

#### Field Work for Supervising and Directing a K-12 Reading Program

Viterbo University (La Crosse, Wisconsin)-WDM Center  
1998-present

## **Presentations**

- International Reading Association Conference in Phoenix, AZ and Minneapolis, MN
- Numerous presentations on the Smithsonian Institute, Iowa
- Iowa Reading Association Conference in Des Moines, IA
- Numerous local reading councils across the state
- Plains Regional Reading Conference in Des Moines, IA
- International Reading Association Conference in Toronto, Canada
- Association and Supervision of Curriculum Development in Boston, MA
- National School Board Association in San Francisco, CA
- Mapping the Big Picture in Park City, Utah
- Curriculum Mapping Workshops in Iowa, New York, Ohio, Minnesota
- Reading Workshops in multiple school districts in Iowa/Madison, Wisconsin
- Classroom Management workshop for ISU Student Teachers
- New Teacher Workshop at ISEA Summer Leadership
- Building Parent Advisory Council meetings
- Title I Parent Groups
- Numerous School board presentations

## **Iowa Teacher of the Year Presentations/Experiences:**

- Motivational speeches relating to teaching and learning for numerous school districts
- Professional development in teaching strategies/reading/assessment for numerous school districts
- Workshops for pre-service teachers at numerous colleges/universities
- Speeches for numerous student teacher groups
- Speech for ISU Education Honor Society
- Speech for the Governor's Academic Awards Event
- Speech for the Iowa School Board Conference
- Speech for the ISEA general assembly
- Training to be an ambassador for the Smithsonian Institute

- Participate in White House activities
- Participate in leadership activities at Gallop in Omaha
- Participate in testing activities at Educational Testing Services in Princeton, NJ
- Participate in literacy activities at Pearson in New York City, NY
- Participate in a week long Space Camp Adventure
- Participated in leadership activities with Gary Marx, author of Future Focused Leadership
- Participated in Education Commission of the States conference in Philadelphia, PA
- Visited and attended session on the creation of the School of the Future, a partnership with Microsoft in Philadelphia, PA

### **Additional Educational Experiences**

- Member of the Iowa Core Curriculum Project Lead Team
- Member of the K-8 Literacy Committee of the Iowa Core Curriculum
- Member of the State Title I Committee of Practitioners at the DE
- Member of the State Literacy Committee
- Trained in Cognitive Coaching with Art Costa
- Trained in Curriculum Mapping with Heidi Hayes Jacobs
- Trained in portfolios and systems thinking with Bena Kallick
- Member of State CSIP visit to Ames
- Member of numerous NCA teams
- Member of New Standards Assessment Portfolio Committee
- Development of curriculum materials in reading
- Coach for the Department of Education's pilot problem solving project

### **Organizations**

- International Reading Association
  - International Committee on Advocacy, 2002 to 2006
  - International State Coordinator for Iowa, 2000-2003
- Iowa Reading Association:
  - VP, President-elect, President, 1995-1998
  - Zone G Director, 1990-1995
- Iowa Council of Teachers of English
- Association of Supervision and Development
- Ankeny Education Association
- Iowa Education Association
- National Education Association

### **Honors**

- Iowa Teacher of the Year 2007
- Ankeny Educator of the Year 1989, 2005
- Upper Iowa Outstanding Educator of the Year
- President of the Iowa Reading Association
- State Coordinator for the International Reading Association
- Included in various Who's Who publications



October 20, 2009

Ms. Libby Laughlin  
23 – 28<sup>th</sup> Place  
Fort Madison, IA 52627

Dear Libby,

The course *Using Literature in the Elementary Writing Classroom* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384

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

Elizabeth (Libby) M. Laughlin  
23 28<sup>th</sup> Place Fort Madison, IA 52627  
[rllaughlin@mchsi.com](mailto:rllaughlin@mchsi.com)

## **Education**

M.S. Elementary Education (1985) Western Illinois University, Macomb, IL  
Advanced graduate Studies (1985- present) 72 hours  
B.A Elementary Education (1973) Northern Iowa University

## **Professional Teaching Experience**

Multi Cultural gender Fair Specialist, Great Prairie Area Education Agency, Burlington , IA  
(2009-present)

Elementary Teacher, Burlington Community School District, Burlington, IA  
First Grade, Third Grade and Reading Specialist (1978-2009)

Elementary Teacher, Marquette Community Schools, St. Paul, IA Fourth Grade, First grade  
(1973-1978)

## **Professional Graduate Classes Taught**

Marycrest University, Drake University, Morningside University, Viterbo University

Diagnostic Mathematics and Practicum, Emergent Literacy, Multicultural Literature, Problem Solving, Children's Literature, Mathematic Manipulatives, Mathematics Through Literature, Activity Based Mathematics, Mathematics Investigations, Math a Way of Thinking, Science Activity Bags, Math Activity Bags, Social Studies Activity Bags, Inquiry Science (1985-present)

## **Honors**

1994 Ernest Duncan Mathematics National Award  
1995, 1996 State Teachers Science Award  
1997 Presidential Award in the Teaching of Science  
1992-1987 Presentation at National, Regional and State Mathematics and Science Conventions

## **Professional Organizations**

National Council of Mathematics, Phi Delta Kappa, International Reading Association, National Science Teachers Association



July 12, 2011

Ms. Fran McVeigh  
14695 – 331<sup>st</sup> Ave  
Unionville, IA 52594

Dear Fran,

The course *High School Second Chance Reading Ongoing Training* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

Please include a disability statement on Viterbo-offered courses.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
rmrabbitt@viterbo.edu



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

## Fran McVeigh

14695 331<sup>st</sup> Avenue, Unionville, IA 52594  
(home) 641-452-6017; (work) 800-622-0027 ext. 58177 (cell) 641-895-1924  
Fran.mcveigh@gpaea.k12.la.us

### PROFESSIONAL OBJECTIVE

To secure a challenging position in a leadership role in order to utilize my experience in structured school improvement to ensure learning for all staff and students.

### Professional skills

Leadership	Problem Solving	Research	Public Speaking/Relations
Program Development	Decision Making	Data Analysis	

### Qualifications

- Ed. S. in Administration, Truman State University, 1982
- M. A. in Special Education, Teaching the Learning Disabled K-12, Truman State University, 1980
- B. S. E. in Elementary Education and Special Education, Truman State University, 1977
- A. A., Ottumwa Heights College, 1975
- Consultant in scientifically research based reading strategies K-12
- Professional Development Provider, K-12, in the 5 Essential Components of a Comprehensive Reading Program including phonemic awareness, phonics, comprehension, fluency and vocabulary
  - Trained in: Explicit Instruction, Nonfiction Read Alouds, Talk Alouds, Think Alouds, Picture Word Inductive Model(PWIM), Question-Answer Relationship(QAR), GIST, Visual Representations, Readers Theatre, Choral Reading, Partner Reading, Repeated Reading, Vocabulary Acquisition, Text Structure, Using Quality Non-Fiction, Interventions, and Flexible Grouping
- Consultant/Trainer in Assessment
  - Basic Reading Inventory (BRI), Phonological Awareness Test (PAT), Peabody Picture Vocabulary Test (PPVT), and Qualitative Reading Inventory (QRI)
- Grant writer and technical assistance provider for the Reading First Grant, 2002-present
- Reading First Grant Reviewer for the Iowa Department of Education, 2003 and 2006
- Comprehensive School Improvement Plan (CSIP) reader for the Iowa Department of Education
- Iowa Department of Education Site Visit Team member, 2000 - present
- Assisted schools in the development of their Annual Progress Report (APR) and Comprehensive School Improvement Plan (CSIP) for the State of Iowa
- International Reading Association, Conference Program Reviewer, 2005
- Research Reviewer for the Iowa Department of Education Content Network in reading, K-12, 2002-2005
- Iowa Statewide Reading Team Member, 2000-2006
- CIERA (Center for the Improvement of Early Literacy) Training, 2000-2005
- Southern Prairie AEA 15 Reading Specialist, 1998-present
- SPAEA 15 Solution Focused Trainer, 1999-2001
- Elementary Principal/Curriculum Coordinator, Moravia Elementary, 1996-1998
- Elementary Language Arts Chairperson, Davis County Elementary, 1990-1996
- Elementary teaching experiences, Davis County Elementary, 1988-1996

### Leadership Skills

- Consulted with Chariton Community School District on the development and implementation of their Reading First Grant (2002 – 2008)
- Consulted with Russell Community School District on the development and implementation of their Reading First Grant (2002 – 2008)
- Consulted with Fremont Community School District on the development and implementation of their Reading First Grant (2002 – 2005)
- Consulted with Wayne Community School District on the development and implementation of their Reading First Grant (2005 – 2008)
- Consulted with Lineville-Clio Community School District on the development and implementation of their Reading First Grant (2005 – 2008)
- Research reviewer for the Iowa Department of Education Content Network in reading

- Facilitated district leadership teams for Chariton, Fremont, Lineville-Clio, Russell and Wayne School Districts in developing the infrastructure for the Iowa Professional Development Model
- Coordinated ongoing district leadership teams for the purpose of planning professional development and organizing and analyzing student performance/teacher implementation data for Chariton, Fremont, Lineville-Clio, Russell and Wayne School Districts
- Developed implementation logs and analysis tools for instructional strategies in explicit instruction, QAR, fluency, PWIM, Think Alouds, and vocabulary for use in local school districts

### **Program Development**

- Developed a literacy program K-5 based on the 5 essential components of a comprehensive reading program in the Chariton Community School District
- Developed a literacy program K-3 based on the 5 essential components of a comprehensive reading program in the Fremont, Lineville-Clio, Russell and Wayne Community School Districts
- Facilitated school district staff in implementing literacy strategies in the classroom K-12
- Collaborated with Title I teachers, special education teachers, general education teachers and district administrators in planning and creating programs that meet the needs of diverse learners K-12
- Developed and implemented Literacy Leadership Teams (Literacy LTD) and Content Literacy Leadership Teams (Content Literacy LTD) in collaboration with Vicki Carr, GPAEA Reading Specialist
- Developed materials and resources for use with Literacy LTD and Content Literacy LTD in collaboration with GPAEA Reading Team
- Member of the Southern Prairie AEA 15 Professional Development Committee
- Member of the Southern Prairie AEA 15 Reading Team
- Member of the Great Prairie AEA Literacy Team
- External facilitator, Building Leadership Teams, Chariton, and Wayne Community School Districts
- Technical Assistance Provider for Chariton, Lineville-Clio, Russell, and Wayne Community School District's Reading First Grant

### **Problem Solving and Decision-making Skills**

- The nature of my professional position requires me to be a change agent. As a consultant it requires me to design and present professional development and work with individual districts to improve their student achievement. It has required me to be able to motivate and encourage people to accept change and to understand and implement their comprehensive school improvement plans across the curriculum and district-wide. With each step new problems are encountered that must be solved and decisions made before success can be recognized. This means maintaining a level of excellence for myself and for others and providing technical support to reach that level.
- Training staff members in the use of literacy instructional strategies and infusing them into the curriculum have required that we all become a community of learners. In order to accomplish this I have attended many conferences, workshops, training sessions on reading strategies, professional development, assessment, leadership, the diverse learner and adult learners. Because of the many opportunities I have had I am able to provide informative, professional and effective ongoing learning experiences for educators in improving their student achievement and meeting the standards of No Child Left Behind.

### **Research and Data Analysis Skills**

- Reviewed research articles in reading K-12 based on a continuum that measures research according to specific criteria as established by NCLB
- Established a network of external experts in the field of literacy nationwide including Taffy Raphael, Neil Duke, Jerry Johns, Emily Calhoun, Scott Paris, P. David Pearson, Tim Rasinski, and Beverly Showers
- Established a statewide network of AEA consultants and department of education consultants who are experts in the field of literacy
- Organized teacher/student implementation data and provided feedback to staff in the form of professional development, demonstrations, collaboration and goal setting
- Analyzed ITBS/ITED data for the purpose of meeting trajectories for all subgroup populations and a process for providing professional development aimed at accelerating student achievement
- Analyzed teacher implementation data in order to determine next actions for professional development

### **Public Speaking/Relations**

- Member of the Moravia Community School District Advisory Committee
- Adjunct Graduate Instructor – Viterbo, 2008 - present
- Adjunct Graduate Instructor - Morningside University, 1993 - present
- Adjunct Instructor, Graceland College, 2001-2003
- Iowa School Board Association Conference, 2006 Chariton Reading First
- Iowa Reading Association Conference 2003, 2004
- Instructor, Teaching for Learning Academy – Quality Schools, 1997
- Davis County 280.12/18 Committee, 1991-1996
- Davis County Professional Development Committee, 1990-1996
- Iowa Learning Disabilities Conference, 1979

### **Memberships and Honors**

- International Reading Association, 2000 – present
- Iowa Reading Association, 1990 – present
- Jefferson/Van Buren Reading Council, 2000 - present
- ASCD, 1996 – present
- NAEESP, 1996 - present
- Southern Prairie AEA 15 Outstanding Staff Development Award, 1997
- Glasser Reality Therapy Certification, 1997
- Phi Delta Kappa, 1982 - present

### **References**

Sue Meadows  
Director of Curriculum and Instruction  
641-684-6559  
Sue.meadows@gpaea.k12.ia.us

Julie Melcher, Consultant  
Iowa Department of Education  
515-281-6293  
Julie.Melcher@iowa.gov

Deb Squires, Reading Consultant  
Iowa Department of Education  
515-281-6235  
Deb.Squires@iowa.gov



November 23, 2009

Ms. Julie Neal  
705 South Wilson  
Jefferson, IA 50129

Dear Julie,

The Graduate Studies Committee has approved your appointment as an instructor at Viterbo University for *Assessment and Treatment for Reading Difficulties K-12*. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384

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

# Julie A. Neal

---

705 South Wilson  
Jefferson, Iowa 50129  
515-370-5857  
jneal@jefferson-scranton.k12.ia.us

## TEACHING ENDORSEMENTS

K-6 Elementary Classroom  
K-8 Physical Education  
K-8 Reading  
K-12 Reading Specialist

## EDUCATION

Specialists Degree in Reading  
Viterbo University, La Crosse, Wisconsin. 2005.

Master of Arts in Education  
Viterbo University, La Crosse, Wisconsin. Summer 2004.

Bachelor of Arts in Education  
University of Northern Iowa, Cedar Falls, Iowa. 1986.

## TEACHING EXPERIENCE

Jefferson-Scranton Community Schools, Jefferson, Iowa.  
Reading Specialist: 2004-present.  
Second Grade Teacher: 1998-2004.  
Third Grade Teacher: 1986-1998.

## PROFESSIONAL

Viterbo University, West Des Moines Campus.  
2010-present.

## TEACHING EXPERIENCE

AEA 8, AEA11, Northwest AEA. 2005-present.  
Classes taught:  
Assessment of Reading Difficulties  
Daily Five/Café Menu  
Kidstations/Daily Five/Workstations  
Practice With Purpose, 3-6  
Literacy Work Stations, K-2  
Classroom Strategies That Work  
Mosaic of Thought  
Robust Vocabulary  
Conferring

## PROFESSIONAL PRESENTATIONS

Saint Edmond teachers' instruction on Daily Five, 2011  
Webster City teachers' instruction on Daily Five, 2011  
Gladbrook Schools presentation on Daily Five, 2011  
Council Bluff's Reading Council presentation on Literature Skills, 2010  
East Greene teacher's instruction on Daily Five, 2010  
Paton-Churdan/Jefferson teachers' instruction on Daily Five, 2010  
International Reading Association (IRA) Midwest Regional, 2006-2009  
IRA State of Iowa Conference, 2006-2009  
Eldora-New Providence/Hubbard-Radcliffe, 2009  
Hardin County Reading Council, 2008  
Iowa Falls in-service, 2008  
Saydel early grade school teachers, 2007  
Selected Iowa State student teachers, 2004-2007  
Jefferson-Scranton in-services, 2004-2008  
Omaha Regional Reading Conference, 2008  
Kansas City Regional Reading Conference, 2007  
National Conference on Differentiated Instruction, 2006  
Dallas County Reading Council, 2006

## COLLABORATIONAL LEADERSHIP

Literacy Committee K-5: 2004-2007, 2011.

School district book fair coordinator: Managed book fairs, making additional selections of books available to students and raising additional book funds for the school district. 2000-present.

RIF coordinator: 2008-2009, present.

Masters Degree research paper: Assessment of Comprehension and Other Components of Reading and Understanding. 2003-2004.

Standards and Benchmarks: Identification and implementation in several curricular areas including reading. 1998-2001, 2009, 2011.

## EDUCATIONAL Activities

Chairperson of the Iowa Reading Conference, 2011.

Organized keynote and session speaker  
President of Iowa Reading 2011-2012

Instruct graduate courses to school district staff on Classroom Strategies that Work, Literacy Workstations, Robust Vocabulary, Mosaic of Thought, and Daily Five/CAFÉ, 2004-present.

Integrated technology implementation: PowerPoint, digital technology implementation, developing folders for K-2 students to integrate technology, 2009-present.

Cadet Teacher preparation: Cooperative teacher for high school students considering education as a profession, 1989-1998, 2007, 2009.

NCA Accreditation: Self-study and implementation at Jefferson-Scranton, 1999, 2004, 2009.



April 12, 2010

Ms. Ramona Parrish  
11339 River Rd  
Ottumwa, IA 52510

Dear Ramona,

The course *Aspiring to Inspire: From Character Education to Character Action* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384



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

**Ramona Anne Parrish**  
11339 River Road, Ottumwa, Iowa, 52501  
641-777-9398  
[ramona.parrish@ottumwaschools.com](mailto:ramona.parrish@ottumwaschools.com)

### **EDUCATION**

---

Viterbo University – La Crosse, Wisconsin	
M. A. in Education	2000
Buena Vista University – Storm Lake, Iowa	
B. A. in Elementary Education	1986

### **AWARDS**

---

Belin Blank Award Recipient	1996
Disney's American Teacher of the Year Nominee	1998-1999-2000

### **TEACHING EXPERIENCE**

---

Literacy Lesson Specialist	2011- Present
Second Language Teacher (ELL)- K-5 <sup>th</sup>	2000- Present
Adjunct Faculty – Viterbo University	2000- Present
Buena Vista University – Student Teaching Coordinator / Undergraduate core course instructor	1998- 2000
Ottumwa Community Schools – 7 <sup>th</sup> grade	1991- 1998
Ottumwa Community Schools – k/1 <sup>st</sup> grade	1986- 1991

### **PRESENTING AND PROFESSIONAL DEVELOPMENT**

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Presenter at the Mid-West Conference on Language (Our Kids)	2007
Presenter at William Penn University's Young Writer's Conference	2000-2008
Presenter/ Trainer for the Teaching for Learning Academy	1991-1998
Presenter/ Trainer for the SE Iowa Diversity Board's School districts	2003-2010

### **RELATED EXPERIENCES**

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Reading First Leadership Team	2003-Present
Mentoring for New Teachers	2003-2011
Action Research in Reading / Language Development	2007-2011
Research Advisor for Graduate Students	Present
Assessment scorer for the Ottumwa Community School District	2005-Present

### **PROFESSIONAL / COMMUNITY AFFILIATIONS**

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Iowa Diversity Board Member	2000-2011
Wapello County Heritage Board Member	1997-2007
Iowa Jr. Miss State Advisory Board	1991-1998

**PROFESSIONAL / COMMUNITY AFFILIATIONS Continued**

First Methodist Pre-School Board	1990-1996
YWCA Softball Board / Coach	1984-1997
Indian Hills Community College Cheer Coach	1998- 2000
Ottumwa RAGBRAI Hospitality Board	2002
Iowa Cheerleading Coaches Association Board	1990-1996

**SPECIALIZED TRAINING**

Second Language Acquisition	Differentiated Instruction
Brain-Based Research	6- Traits Writing / Scoring
Reality Therapy	Dimensions for Learning
Multiple Intelligences	Action Research
Reading Recovery / Literacy Lessons Specialist	Reading Specialist

**PERSONAL INFORMATION**

I am married with two grown daughters. My oldest is a wildlife biologist for Henry Doorly Zoo in Omaha, NE. My youngest is finishing her education degree at University of Northern Iowa. I have a passion for teaching and sharing the love of teaching. I love bicycling with my husband, we ride tandem. I love boating and time with my family.

**REFERENCES:**

Dana Warneke, Principal, Agassiz Elementary  
608 E. Williams, Ottumwa, IA 52501 641-684-7179

Jay Green, Principal, Wildwood Elementary  
438 McKinley Ave., Ottumwa, IA 52501 641-684-1843

Dawn Sievertson, ELL Coordinator, Ottumwa Community Schools  
1001 N. Benton, Ottumwa, IA 52501 641-684-5411



October 27, 2009

Ms. Kathy Poetting  
2807 SW Wolcott Ave  
Des Moines, IA 50321

Dear Kathy,

The course *Vocabulary Essentials* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384

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

## **Kathleen Poetting**

21 SW Wolcott Avenue

Des Moines, Iowa 50321

(515) 285-3620

Home email: kpoetting@mchsl.com

Work email: kathleen.poetting@dmps.k12.ia.us

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### **OBJECTIVE**

To teach classes at the college level

### **QUALIFICATIONS**

Held leadership roles

Wrote curriculum that is being used in the district

Cooperatively worked with peers and committee members

Attended and have presented at local and state conferences

Kept current with latest professional authors and publications

Wrote and taught district level classes

Continually teach classes in Des Moines Public Schools

Wrote and taught classes at Viterbo and Drake

### **EDUCATION**

1973 - 1977 BS in Elementary Education- Quincy University

1980 - 1985 MS in Learning Disabilities, Iowa State University

2000 - 2001 Reading Endorsement, Viterbo University

### **EMPLOYMENT**

#### **1977-1979 Fifth Grade Teacher at St. Pius School, Cedar Rapids, Iowa**

- Taught all subjects at this level

#### **1979-1980 Third Grade Teacher at Taylor School, Cedar Rapids Community**

- Attended classes at the University of Iowa

#### **1980- 1990 K-6 Elementary Resource Teacher at Studebaker, Des Moines**

- Completed MA in Learning Disabilities
- Attended workshops
- Presented several in-services to the staff about identification of special education students and strategies to use in teaching
- District PTA treasurer for two years
- Planned and implemented the in-service for the district for Logo
- Participated in a panel discussion at the District In-Service day
- President of CACHE (Special Education Club)
- Completed training and was a presenter of "True Colors"
- Served on the evaluation team for the schools involved with a school improvement plan

#### **1990-1995 Fifth Grade Teacher at Studebaker, Des Moines Schools**

- Presented at the State Math Convention in Des Moines

- Supervised student teachers

### **1995-1999 Fourth Grade Teacher at Studebaker, Des Moines Schools**

- Attended National Math Convention and shared knowledge with the staff
- Assisted with a district class on *Gradequick*
- Supervised student teachers

### **1999-2002 Fourth Grade Teacher at Lovejoy, Des Moines Schools**

- Attended the *Summer Literacy Institute – Strategies to Enhance Literacy Teaching* through Drake University
- Took the computer course *Filemaker Pro* at Lovejoy
- Completed my Reading Endorsement at Viterbo University
- Attended the conference *Using Guided Reading to Help Your Students Become Better Readers (Grades 3-6)* in Kansas City
- Developed rubrics to use with Literature Circles
- Organized the reading room at Lovejoy with Scholastic testing materials
- Participated in a book club at Lovejoy on *Children in Poverty*
- Attended the conference *Practical Strategies For Strengthening Reading Skills (Grades 3-6)* and then shared that information with the staff at two different in-services giving them a binder with information
- Presented *Literature Circles* at the Des Moines Public Schools Professional Educators' Conference in March
- Presented *Literature Circles* to the staff at Rockview Elementary in Iowa Falls
- Attended the workshop "*It's Never Too Late*" *Literacy Institute*
- Collaborated with Teresa Cardamon and served as the pilot room for the implementation of Balanced Literacy, Grades 3 - 5

### **2002 - 2007 District Literacy Trainer**

#### **Responsibilities**

- Provided professional development at the district level for K - 5 Literacy Leaders and teachers. District level classes and summer workshops taught between 2002 - 2006:
  - Reading Workshop, Grades 3 - 5 (four during the school year, six summer workshops)
  - Literacy K - 2 (four during the school year)
  - Literacy K - 2 and Coaching (one during the school year)
  - Writing Workshop, Grades 3 - 5 (five summer workshops)
  - Writing Workshop and Coaching, Grades K - 5 (one during the school year)
  - Comprehension and Word Study, Grades 1 - 5 (two during the school year)
  - Kindergarten Literacy (two during the school year)
  - Comprehension, Word Study, and Coaching, Grades K - 5 (one during the school year)
  - Word Study, Grades 3 - 5 (one summer workshop)
- Provided professional development at the building level for building staff.
- Supported Literacy Teams and School Improvement Teams with planning professional development opportunities at the building level.
- Supported collaboration among staff members by promoting and attending professional learning community team meetings.
- Provided assistance to instructional leaders in the interpretation of assessments.
- Developed, revised, and guided the use of literacy materials and curriculum maps.
- Participated in professional learning study groups.

- Served as a resource for all teachers of language arts.

#### **Workshops/Conferences Attended**

- Attended *Effective Writing Conferences* by Carl Anderson
- K-2 Literacy class
- Attended *Revision: How to Teach It, Learn It, and Love It* by Barry Lane
- Served as an outside consultant to the Creston Public Schools with numerous professional development opportunities and on-site modeling in classrooms
- Presented *Summarizing Fiction and Nonfiction Texts* at the State IRA Convention in Des Moines
- Attended workshop *Teaching Secondary Students to Read* by Cris Tovani
- Attended National IRA Conventions in San Antonio and Chicago and Minneapolis
- Presented *Cognitive Comprehension Strategies* at Adel Elementary School
- Participated on the Iowa Statewide Reading Team and completed the following courses:
  - *Understanding a Comprehensive Reading Program and Supporting Its Implementation*
  - *Expanded Understanding of a Comprehensive Reading Program*
- Attended train-the-trainer workshop *Effective Teaching of Systematic Phonics and Spelling Lessons K - 3: Preparation for School and Staff Developers* in San Diego, CA
- Curriculum Mapping
- Mapping Language Arts
- Listened to speakers on *Structure Leadership, Closing the Global Achievement Gap, and Motivation and Engagement*

#### **2007 – 2012 Current Literacy Leader at Morris Elementary**

##### **Responsibilities**

- Collaborate with teachers to set goals for literacy instruction
- Visit classrooms during literacy instruction
- Provide support through modeling, observations and coaching
- Organize and provide professional development related to literacy
- Compile and analyze student performance data to guide future professional development
- Train staff on the administration of a variety of assessments
- Meet with teachers and grade level teams regularly to address questions and share information
- Work collaboratively with instructional leaders to ensure instructional time is used effectively
- Participated in Instructional Rounds at Morris
- Oversee the RTI system of instruction being implemented with fidelity
- Helped with writing, implementing, and studying implementation of unit plans for literacy
- Wrote a grant and was accepted as a recipient of the United Way Grant
- Member of the Leadership team
- After School ELL tutor group

##### **Professional Development**

- Helped create and lead the *South Region Literacy Support Network* for South Region literacy Leaders
- Member of a team providing district professional development on *Vocabulary*
- Taught a class at Morris entitled *K-5 Core Literacy and Differentiation for ELL's*
- Participated in the course *Coaching a Literacy Initiative*
- Organized an after school intervention program for students in the areas of fluency, comprehension, and word work
- Participated in several Leadership and Learning seminars
- Taught a district class on Fluency
- Teach a created class each year at Morris
- Attended national conferences for ELL teachers and IRA (literacy)

## REFERENCES

Todd Martin, Des Moines Public Schools Principal

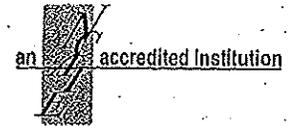
Ann Kruse, Ph.D., Associate Professor, Director Educational Leadership Program, Viterbo University

Tina Jensen, Des Moines Public Schools South Region Executive Director, K-8

Wilma Gajdel, Iowa Department of Education School Improvement Team

Janet Hiatt, Des Moines Public Schools District ELL Literacy Trainer

Julie Heideman, Des Moines Public Schools South Region Special Education Literacy Support Teacher



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

March 24, 2006

Ms. Lori Vicker  
1124 39<sup>th</sup> St  
W Des Moines, IA 50266

Dear Lori,

The course *Comprehension Connections in 2-6 Classrooms* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:mr

cc: Chris Valenti  
Earl Bridgewater

**LORI VICKER VITA**

16290 255<sup>th</sup> Ave.

Spirit Lake, IA 51360

Phone: 515-249-6684

E-Mail: [lkvicker@gmail.com](mailto:lkvicker@gmail.com)

Double Major: (Elem. Ed. & Phy. Ed) B.S. Degree 1971- Westmar College

Double Masters: (Elementary Adm. & Reading) M.A. Degree 1993 -Drake Univ.

**Professional Organizations:**

NEA, \* ISEA, DMEA,

\*Iowa Reading Assoc., International Reading Assoc.

\*Dallas County Reading Assoc.

Delta Kappa Gamma

Twin Rivers Storytellers

NOBS (National Org. Biblical Storytellers)

(\* held executive office)

**Currently:**

Adjunct Instructor - Viterbo University (1995-present)

AEA's in Iowa (weekend and summer classes for teacher recertification)

**Past Employment:** (30 Years of service to public education)

West Sioux Community Schools (1971)

Corwith Wesley Community Schools (1972-76)

Van Meter Community Schools (1985-2000)

Ankeny Community Schools (2000-2001)

Des Moines Public Schools (2001-2008)

Upper Iowa University (1993-1995)

Drake University

### Special Honors:

1996 Iowa Reading Teacher of the Year

2003 DMPS Elementary Teacher of the Year

Recipient of \$6,000 grant from Prairie Meadows 1998

National Board of Professional Teaching Standards Assessor

Presenter on reading strategies at the state, regional and national reading conferences.

Student work was aired on the Johnny Carson Show in 1995

Iowa Dept. Education Reading Endorsement Committee 2006

### Personal Accomplishments:

Author of the following:

PARABLE PARALLELS (handbook for Christian storytelling)

POETRY PARADE (poems written for children)

LITTLE POEMS FOR LITTLE PEOPLE (poems for young children)

WORD WORK FOR STRUGGLING READERS

FLUENCY PASSAGES FOR BEGINNING READERS

KIDS OF CHARACTER WITH COOKIE & KOLA (reader's theater)

Following work formatted on CD:

LORI'S LITERACY LINKS Disk 1 & Disk 2

POTPOURI OF WRITING RESPONSES TO LITERATURE

SIGHT WORD ACQUISITION

Married 41 years

Two children & 3 grandchildren



January 10, 2011

Ms. Angela Wessel  
105 Emery Drive  
Waverly, IA 50677

Dear Angela,

The course *Teaching Literacy Using Child and Adolescent Literature* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
rmrabbitt@viterbo.edu



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

# **Angela L. Wessel**

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105 Emery Drive  
Waverly, IA 50677  
(319)352-2181

## **EDUCATIONAL BACKGROUND:**

- 2002            **Viterbo University: LaCrosse, WI**  
MA in Education
- 1991            **University of Northern Iowa: Cedar Falls, IA**  
BA in Elementary Education  
Reading Minor, Middle School Emphasis, Coaching

## **TEACHING EXPERIENCE:**

- 2008-present    **Fifth Grade Teacher, Waverly-Shell Rock CSD, Waverly, IA**
- 2008-present    **Adjunct Professor, AEA267, Cedar Falls, IA**
- 2009-present    **Adjunct Professor, Viterbo University, West Des Moines, IA**
- 2006-08         **Fourth Grade Teacher, Waverly-Shell Rock CSD, Shell Rock, IA**
- 2005-06         **Third/Fourth Grade Multiage Teacher, Hubbard-Radcliffe CSD, Radcliffe, IA; Self-contained classroom with expertise in science**
- 1993-2005       **Fourth Grade Teacher, Hubbard-Radcliffe CSD, Radcliffe, IA**
- 1992-1993       **Chapter I Reading/Math Teacher (grades 9-12) Hubbard-Radcliffe CSD, Radcliffe, IA**
- 1991-1992       **Chapter I Math Teacher (grades 1-5) Audubon Community School District, Audubon, IA**

## **PROFESSIONAL DEVELOPMENT:**

- 2011-present    **Teaching Literacy Using Child and Adolescent Literature Instructor; AEA267, Cedar Falls, IA**
- 2009-present    **Adjunct Professor; Viterbo University, developed and implemented course-work in the following: Balanced Literacy, How To Differentiate Instruction in the Mixed-Ability Classroom, The Daily CAFÉ, The Daily FIVE, Making Reading Connections**
- 2007-present    **Differentiated Instruction Instructor; AEA267, Cedar Falls, IA**

- 2010, 2011 Student Teaching Cooperating Teacher, University of Northern Iowa
- 2007 Mentor Induction Training Year One Mentor; Waverly-Shell Rock  
Teacher Quality Professional Development Committee; WSR Student Teaching Cooperating Teacher, University of Northern Iowa
- 2006 CRISS (CReating Independent Study Strategies) Level One training
- 2005-06 Mentor Induction Training Year One Mentor; AEA267, Marshalltown, IA
- 2005 National Conference for Differentiated Instruction; Las Vegas, NV  
Level One FOSS (Full Option Science Strategy) training; Cedar Falls, IA  
Field Experience Supervisor, Iowa State University
- 2004 National Council for Teachers of Mathematics National Conference  
UNI Early Reading Conference Presenter - Individualized Spelling
- 2004, 1997, 1995 Student Teaching Cooperating Teacher, Iowa State University  
2002 Action Research on the Effect of Writing Workshop in the Classroom

#### COMMUNITY ACTIVITIES:

- 2009-present Youth Group Coalition member, Trinity UMC
- 2000-2002 Zion UCC Christian Education Board, served as treasurer
- 1999-2002 Hubbard Public Library Building Committee Member, served as secretary
- 1998-2006 Zion UCC Children's Choir Director
- 1997-2006 PIE (Partners in Education) member

#### REFERENCES:

Mr. Roger Wilcox, Elementary Principal  
Washington Irving Elementary  
Waverly, IA 50677  
(319)352-2658

Mr. Jere Vyverberg, Superintendent  
Waverly-Shell Rock Schools  
Waverly, IA 50677  
(319)352-3630

November 28, 2011

Ms. Michelle Wolfensperger  
PO Box 561  
640 E Eagle  
Denver, IA 50622

Dear Michelle,

The Graduate Program Committee has approved your appointment as an instructor at Viterbo University for *Children's Literature*.

The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program. We look forward to a long and mutually beneficial relationship.

Yours Truly,

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
[mrabbitt@viterbo.edu](mailto:mrabbitt@viterbo.edu)

RMR:lh

# **MICHELLE R WOLFENSPERGER, MEd**

640 E. Eagle St. P.O. Box 561, Denver Iowa 50622

(T) (319) 239-1128 (E) [shellwow5@gmail.com](mailto:shellwow5@gmail.com)

## **ADJUNCT PROFESSOR**

Accomplished, energetic, and ambitious education professional that is ready to advance my career and take it to the next step and become an adjunct and teach adults that want to step into the education field. I continue to improve myself through courses and continuing my own education so that I can share with my students and co-workers my educational background knowledge and resources.

## **CORE QUALIFICATIONS**

Excellent classroom management	Interactive teaching/learning
Classroom management for diverse populations	ESL-English as Second Language
Diverse classroom settings	Behavior-modification techniques
MA Education	Positive Learning Environment
Strong collaborator	Adept in assessing diverse learning styles
Experience working with students with special needs	Performance assessments
Experience with instructional design	Computer proficient
Effectively work with parents, board, staff, and public	Effective listening
Student motivation	Differentiated instruction
School Improvement committee	

## **ACHIEVEMENTS**

Curriculum Design  
Social Studies Curriculum cadre.  
Math Curriculum cadre  
Material Development  
Report Card development for the district.

Training:  
UNI Student Teacher Cadre  
I have worked with several student teachers, Level 1 and Level 3 students from UNI.

## **PROFESSIONAL EXPERIENCE**

08/1998 – CURRENT

**Waterloo Community Schools Waterloo, Iowa**  
**Elementary Classroom Teacher**

I have been an elementary teacher at Elk Run Elementary and Poyner Elementary as a teacher in grades 2-5. I have experience in teaching ELL along with students with special needs in my classrooms. I also have experience teaching in a multiage classroom. My first classroom was 3-4-5 and I have also taught in a 2-3 and 4-5 classroom setting. I currently teach 4th grade.

## **EDUCATION AND TRAINING**

- 2005** William Penn University/Morningside, Oskaloosa, Iowa  
ELL  
Endorsement  
Certifications:  
ELL Endorsement
- 2003** Viterbo University, LaCrosse, Wisconsin  
Elementary Education  
Master of Arts  
Certifications:  
Education
- 1995** University of Northern Iowa, Cedar Falls, Iowa  
Elementary Reading  
Endorsement  
Certifications:  
Reading Certification K-8
- 1993** Upper Iowa University, Fayette, Iowa  
Elementary Education  
BS  
Certifications:  
Elementary Education  
Language Arts

## **CERTIFICATIONS**

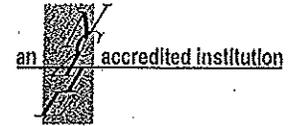
Permanent Certification in Elementary Education, Language Arts K-6, Reading K-6, and ELL K-12

## **COMMUNITY INVOLVEMENT**

Partners in Education at Poyner Elementary, PTO at Poyner Elementary.  
Elementary After School Program – Teaching extended learning.  
Summer School Teacher with the Waterloo Schools.

## **AFFILIATIONS**

WEA – Waterloo Education Association 1998 – Present  
ASCD – 1998 – Present  
NCTM – National Council of Teachers of Mathematics  
NCTE – National Council of Teachers of English



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

July 13, 2007

Ms. Denise Wood  
9378 Golden Valley Dr  
Norwalk, IA 50211

Dear Denise,

The course *Balanced Literacy for Urbandale: The Reading Block* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:mr

cc: Chris Valenti  
Earl Bridgewater

**Denise A. Wood**  
**1310 Victoria Circle**  
**Norwalk, Iowa 50211**  
**515-981-4862**

**Education** Drake University Des Moines, IA  
Educational Leadership Endorsement  
Master's Degree, Viterbo University La Crosse, WI  
July 2006  
K-12 Education  
Bachelor of Science, Iowa State University Ames, IA  
December 1997  
Elementary Education

**Endorsement** K-6 English /Language Arts  
**Areas** K-8 Reading  
K-12 Talented/Gifted Teacher/Coordinator  
PK-12 Principal/PK-12 Special Education Supervisor  
Evaluator

**Professional** Urbandale Community Schools Urbandale, IA  
**Experience** .5 Elementary TAG/.5 Curriculum Specialist 2004-2005  
.5 Reading Specialist/.5 Curriculum Specialist 2005-2007  
1.0 Teacher On Special Assignment in Curriculum and Student Services 2007-2008  
Coordinator of Instructional Support 2008-Present

- Coordinate K-12 curriculum review and development for language arts, social studies, and foreign language curricular areas
- Coordinate K-12 Talented and Gifted program
- Coordinate all new teacher and mentoring programs
- Coordinate Competent Private Instruction (CPI) program
- Facilitate district Iowa Core Implementation plan and ongoing improvements to the plan
- Complete federal Title 1 application and report
- Coordinate district literacy leaders
- Facilitate district leadership team
- Co-facilitate district School Improvement Advisory Committee (SIAC)
- Articulated benchmark assessment procedures for reading instruction
- Coordinated high school readers program (Soaring Jays)
- Planned/Implemented professional development at building and district levels using the Iowa Professional Development Model
- Facilitated the development of district-wide assessments for language arts, math, and science
- Participated in Heartland AEA differentiation advisory board & work group to coordinate Heartland's differentiation initiatives
- Collected, analyzed, and presented student achievement data to facilitate the development of building and district annual improvement goals

Madrid Community Schools  
K-6 Instructional Strategist; Kindergarten  
Teacher; First Grade Teacher

Madrid, IA  
1999-2004

- Developed/taught K-6 gifted and talented program
- Implemented balanced literacy

Southeast Warren Community Schools  
Fifth Grade Teacher

Lacona, IA  
Dec. 1997-1999

### Professional Teaching Experience

#### University Level

Balanced Literacy for Viterbo University

Reading in the Content Areas for Viterbo University

Balanced Literacy for Urbandale teachers through Viterbo University

Co-taught Emergent Literacy for  
Viterbo University

#### K-12 Adult Learners

##### Urbandale Schools

- Train middle school teachers in implementation of balanced literacy
- Trained K-5 teachers to conduct reading benchmarks
- Conducted training with K-5 teachers to perform and analyze running records for instructional use
- Trained K-2 Teachers in Writer's Workshop and 6 + 1 Traits of Writing
- Led K-8 Teachers in integrating non-fiction writing with content
- Facilitated Teaching Gifted Kids in the Regular Classroom study group for teachers of grades 3<sup>rd</sup>-8<sup>th</sup>
- Provided balanced literacy training for K-8 Staff
- Coordinated/led first and second year teacher induction seminars
- Trained K-12 staff in A Framework for Understanding Poverty

##### Madrid Schools

- Planned/facilitated 6 + 1 Traits of Writing Training for K-12 teachers

##### Norwalk Schools

- Planned/facilitated 6 + 1 Traits of Writing Training for K-3 teachers

##### Angela Maiers Summer Literacy Institute

- Facilitated K-2 breakout sessions for Angela Maiers Summer Literacy Institutes

#### Grant Writing

##### Experience

Wrote and obtained grant for service-learning project to train at-risk high school students to provide effective reading instruction and practice for at-risk elementary students

**Research Writing**

“The Effects of Explicit Instruction in Text Structure on Students’  
Comprehension of Fictional Text”

**Professional**

6+1 Traits of Writing Trainer

**Learning**

Leading and Sustaining Literacy Efforts Timothy Shanahan

**Experiences**

Using Observation to Improve Literacy Instruction Timothy Shanahan

Ruby Payne’s A Framework for Understanding Poverty Trainer

BEST (Beginning Educator Support Team) Teacher/Mentor Trainer

SIT (Standards In Teaching) Teacher Trainer

Learning-Focused Relationships Bruce Wellman

Balanced Leadership Robert Marzano

Creating a Learning Community Through Collaborative Action

Research Richard Sagor

Instructional Decision Making

Facilitating the Knowing-Doing Gap D.J. Corson

Collaboration Component of the Iowa Professional Development Model

Developing and Coordinating Talented and Gifted Programs

**Related**

**Experience**

Orchard Place Children’s Home

Des Moines, IA

Milieu Treatment Counselor

Seasonal 1994-1998

Special Education Teacher

**Honors**

2003 Madrid Lion’s Club Service to Education Award Recipient

## References

Dr. Doug Stillwell  
Superintendent  
Urbandale Community Schools  
11152 Aurora Avenue  
Urbandale, Iowa 50322  
515-457-5002

Angela Maiers  
National Literacy Consultant  
13260 Hickory Avenue  
Clive, Iowa 50325  
515-554-2004  
515-225-4456

Dr. Greg Carezza  
Webster Elementary School  
Urbandale Community Schools  
Aurora Avenue  
Urbandale, Iowa 50322  
515-559-3950  
515-271-4989

Dr. Jan Walker  
Assistant Professor of Education  
Drake University  
Education Building  
3206 University Ave.  
Des Moines, Iowa 50311  
515-271-3719  
515-964-2188

Mr. Brian Horn  
Superintendent  
Madrid Community Schools  
201 North Main Street  
Madrid, Iowa 50156  
515-795-3241

## **Iowa Adjuncts**

### **Talented and Gifted**

Linda Moehring

Mary Schmidt



September 16, 2009

Ms. Linda Moehring  
830 Veterans Memorial Dr  
Carlisle, IA 50047

Dear Linda,

The course *Psychology for the Gifted* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384

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

# Linda Moehring

**Objective:** *To provide visionary leadership for the Viterbo Talented and Gifted Endorsement Program through continual program development, recruitment support of qualified instructors and partnerships that will elevate the work and status of Iowa schools. To be an instructional leader by supporting excellence in teaching of curriculum, instruction, and assessment through shared decision-making, training, implementation planning, monitoring, collaboration, coaching, and networking. To encourage and support students in their pursuit of higher education, promoting excellence and challenge by being reflective, engaged, autonomous learners.*

**Education:** K-12 Administrative endorsement://license: 2009 Viterbo University  
**Educational Leadership Program**  
Graduate: University of Northern Iowa, 1998 Master of Arts in Education,  
**Gifted Education**  
Graduate: Drake University, 1990, Master of Science in Education  
**Learning Disabilities and Behavior Disorders**  
Graduate: Buena Vista University, 1985, Bachelor of Arts  
**Elementary Education**  
Graduate: Gladbrook Community School, Gladbrook, Iowa  
**High School Diploma**

## Professional Experience:

- 2009 – Current **Program Developer and Instructor of Talented and Gifted Endorsement Courses:** *Viterbo University, Iowa Center, West Des Moines, Iowa*  
Responsibilities include the development of curriculum, syllabi, recruitment of instructors, implementation, and assessment of the Gifted and Talented Endorsement Program.
- 2007 – Current **Professional Learning and Leadership Consultant:** *Heartland Area Education Agency 11, Johnston, Iowa*  
Title and responsibility change due to agency reorganization. Responsible for professional development consultation and support to Heartland AEA school districts in the areas of: Iowa Core, Authentic Intellectual Work, Project CRISS (Creating Independence through Student-owned Strategies), Talented and Gifted support, technology infused instruction, formative assessment, differentiation, Instructional Decision Making, alignment, and other initiatives or trainings as needed to meet needs of districts, schools, teachers, and or administrators. Drake University adjunct instructor for the purpose of supporting teachers for graduate credit or state re-licensure
- 2000 – 2007 **School Improvement Consultant:** *Heartland Area Education Agency 11, Johnston, Iowa*  
Responsibilities included school improvement consultation and support to Perry, Gilbert, Collins-Maxwell, and Colo-NESCO school districts; Completed and coached district administrators in *Iowa Evaluator Training Program*; Developer and presenter for administrative leadership including implementation walk-through training to support district initiatives; Coached Middle School Principals in their use of Administrative Standards and Criteria; Actively supported IDM through participation in the D.E. manual revision committee; Actively involved in Differentiation Committee, training and support at the district and AEA level; Attended D.E. Reading Academy, 2<sup>nd</sup> Chance Reading; AEA project leader and CRISS<sup>SM</sup> trainer for training and follow-up and support of any AEA 11 districts using CRISS<sup>SM</sup> as their district initiative for increasing student involvement and ownership of learning; Project leader for support of in-house district certified trainers and AEA district certified trainers; Project leader through development of Iowa's Regional CRISS<sup>SM</sup> Conferences; Gifted and Talented support for AEA 11 districts, teachers, and parents. Drake University: adjunct instructor for the purpose of supporting teachers for graduate credit or state re-licensure.
- 1993 – 2000 **Grades K-12 Talented and Gifted Teacher and Coordinator:** *Carlisle Community School, Carlisle, Iowa*  
Responsibilities included administration of TAG program; Development of identification, curriculum, instruction, and assessment for programming; Direct service to K-12 students in creativity and academic areas of giftedness; Collaboration and sharing of resource materials to support classroom teachers meet needs of the gifted student in the regular classroom.
- 1994 – 1995 **Home School Assistance Teacher:** *Carlisle Community School, Carlisle, Iowa*  
Responsibilities included support for home school families with resources and professional expertise in addition to my Talented and Gifted teaching responsibilities.
- 1989 – 1993 **Grades 5-6 Resource Room Teacher:** *Carlisle Community School, Carlisle, Iowa*  
Responsibilities included developing students' Individual Educational Plans, implementing, and monitoring those plans; Modifying curriculum to meet educational needs; Consulting and collaborating with classroom teachers; Communicating with parents in regard to progress of students

1986 – 1989

**Substitute teaching, including long term: high school behavior disorder self-contained classroom, 7<sup>th</sup> grade math, and high school pre-algebra:** Responsibilities included daily planning and presentation of materials, as well as implementation and monitoring of daily progress through a variety of assessment tools.

### **Professional Development/Affiliations:**

President and Legislative Committee Board Member: Iowa Talented and Gifted Association  
Co-chair for ITAG Annual Fall State Conference, 2008, 2009 & 2011  
State Gifted and Talented K-16 Leadership Team  
Member, ASCD and Iowa ASCD  
D.E. committee for revising the IDM manual  
AEA 11 Differentiation Committee

### **Professional opportunities:**

Author and contributor, various articles to the ITAG newsletter  
Presenter, ITAG State Conferences, Des Moines, Iowa  
Presenter, Ricky Business State Conference  
Presenter, Joint ITEC/ASCD Iowa Regional Conference, Des Moines, Iowa  
Presenter and committee chairperson; CONTAG National Conference, University of Northern Iowa, Cedar Falls, Iowa  
Master Trainer and Team leader for Heartland AEA 11 internal CRISS<sup>SM</sup> trainers  
Presenter, Project CRISS<sup>SM</sup> National Conferences, Kalispell, Chicago, and Washington D.C.  
Presenter, Illinois Regional Project CRISS<sup>SM</sup> Conference, Naperville, Illinois, and Iowa  
Presenter, Iowa Home School Assistance Teachers State Conferences, Ogdon, Iowa and Ames, Iowa  
Co-developer/facilitator of Middle School Principal's Network  
Co-developer/Trainer of Implementation Walkthrough training for Administrators  
Development and presentation of many inservices, workshops, and courses on Differentiation  
Experience with curriculum in all core subject areas K-12  
Co-Author of: *Project CRISS<sup>SM</sup> for Administrators, Elementary Version* and *Project CRISS<sup>SM</sup> for Administrators, Secondary Version*, published by Lifelong Learning, Inc., 2007  
Author of Project CRISS<sup>SM</sup> Theory of Change Map, published by Vidco Journal of Education, 2004, and Lifelong Learning, Inc., 2007  
Co-Developer of DVD for author Stephanie Tolan's work, *Is it a Cheetah?*

### **Community Activities:**

Board of Directors for Camp Appanoose, Plano, Iowa  
Actively involved in church committees as needed  
Carlisle's past Sesquicentennial Committee member  
Chaired Christmas Tour-of-Homes for Carlisle Sesquicentennial Committee

### **References:**

*Sharon McKimpson*, Middle School Principal  
125 South 11<sup>th</sup> Street, Marshalltown, Iowa 50158 work (641) 765-4908  
*Mary Tighe*, Professional Learning and Leadership Consultant, Agency Project CRISS trainer  
1163 Herndon road, Bagley IA 50026 home office(641) 429-3324  
*Sue Ford*, Professional Learning and Leadership Consultant, Agency Project CRISS trainer  
1113 N. Division, Audubon, IA 50025 home office (712) 563-3266  
Additional reference available upon request

March 1, 2011

Ms. Mary Schmidt  
9291 Lakewood Pointe Dr  
Norwalk, IA 50211

Dear Mary,

The Graduate Program Committee has approved your appointment as an instructor at Viterbo University for *Educ 544 Administration and Supervision of Gifted Programs (2 credits)*.

The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program. We look forward to a long and mutually beneficial relationship.

Yours Truly,

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
[mrabbitt@viterbo.edu](mailto:mrabbitt@viterbo.edu)

RMR:lh

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# MARY SCHMIDT

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9291 Lakewood Pointe Drive  
Norwalk, Iowa 50211

515-897-4700 (H)

515-321-6090 (C)

515-270-0405 ext. 14375 (W)

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## EDUCATION/PROFESSIONAL ACCOMPLISHMENTS

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**2001**                      **National Board Certified Teacher**  
Area: Early Adolescence Generalist

**1992-1996**              **University of Northern Iowa**  
Cedar Falls, Iowa

Degree: Master of Arts in Education of the Gifted                      GPA: 4.00/4.00  
Masters Paper: *Rubric Assessment of Defensible Qualitatively Differentiated Curriculum for Gifted and Talented Learners*

**1973-1977**              **Iowa State University**  
Ames, Iowa

Degree: Bachelor of Arts in Speech received February 1977                      GPA: 3.24/4.00  
English major added in summer of 1989

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## WORK EXPERIENCE

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**2001-present**              **Heartland Area Education Agency 11**                      Consultant  
6500 Corporate Drive  
Johnston, Iowa 50131

### Responsibilities

- Serve as Gifted Education Consultant (2007-present)
- Work with district leaders in general school improvement processes to support student achievement
  - Annual Progress Report
  - Comprehensive School Improvement Plan
  - Iowa Professional Development Model
  - Chapter 12 (IAC)
  - No Child Left Behind
  - Data Analysis/Instructional Decision Making
  - Standards and Benchmarks
  - Alignment of curriculum, instruction, and assessment
  - Preparation for Department of Education Site Visit
  - District Needs Assessments
- Design, deliver, and support implementation of professional development based on district need
  - Differentiation
  - Gifted and Talented
  - Higher Order Thinking Skills
  - Content Literacy
  - 6+1 Traits of Writing
  - Project CRISS<sup>SM</sup>
  - Standards and Benchmarks
  - SMART Goals
  - Portfolios
  - Rubrics
  - Teacher Quality
  - Middle School Concept
  - Teaming
- Plan, facilitate, and conduct Gifted and Talented Round Table Discussions for AEA 11 educators
- Plan, facilitate, and conduct orientation session and optional credit opportunity for teachers new to gifted and talented education in AEA 11
- Plan and deliver site-based and catalog courses in gifted and talented education and differentiation

- Provide support for teachers and parents of gifted children in AEA 11
- Developed and deliver Gifted and Talented Academy (Years 1, 2, & 3) for teachers of gifted
- Work with support staff to maintain and update data base of Gifted and Talented teachers, coordinators and contacts in AEA 11
- Serve(ed) on Agency Internal Committees: Goal III; Differentiation Work Group; Internal Professional Development Work Group; IDM; CRISS<sup>SM</sup>, 6+1 Traits of Writing, and Balanced Leadership Trainer groups
- On-going individual professional growth through coursework, attendance at conferences, and independent reading/learning opportunities

2005, 2006, 2008

**University of Iowa**  
**Continuing Credit Programs**  
**Iowa City, Iowa**

Guest Lecturer

**Responsibilities**

- Developed and taught class titled *Administration and Policy Issues in Gifted Education* (fall 2005)
- Developed and taught class titled *Staff Development in Gifted Education* (summer 2006 and 2008)

1993-2001

**Norwalk Community School District**  
**906 School Avenue**  
**Norwalk, Iowa 50211**

**Responsibilities**

- Facilitator/coordinator for 6-12 gifted and talented programming (1993-2000)
- Facilitator/coordinator for 6-8 gifted and talented programming (2000-2001)
- Developed high school gifted program
- Developed and delivered gifted education staff development program to middle school teachers
- Collaborated with/coached classroom teachers to modify regular curriculum for the gifted and talented through curriculum compacting, acceleration, and enrichment options
- Collaboratively taught 7<sup>th</sup> and 8<sup>th</sup> grade language arts in a cluster group format, advanced 6<sup>th</sup> grade math, Advanced Placement Literature and Composition, and Computer Consultants
- Facilitated independent study, post secondary, and honors opportunities at the high school level
- Coached academic teams
- District contact for National Council on Youth Leadership Youth Salute program
- Central Academy contact at Norwalk Middle School
- Technology trainer (1997-1999)
- Taught Foundation Training for teachers new to the District (1998)
- Served as Director of Training for 6+1 Traits writing training districtwide
- District 6+1 Traits writing trainer
- Grant writer—wrote funded grants totaling \$127,000 in 2001

1997-98

**American Institute of Business**  
**Des Moines, Iowa 50321**

**Responsibilities**

- Taught introductory English/Composition classes in the night school program

1980-1993

**Allamakee Community School District**  
**Waukon, Iowa 52172**

8-9 English teacher

**Responsibilities**

- Chaired English Department (1986-1993)
- Chaired committee to investigate writing across the curriculum (1988-89)
- North Central Association evaluator (1987)
- Published in National Council of Teachers of English *Notes Plus* (1992)

1979-1980	Allamakee Community School District Waukon, Iowa 52172	Substitute Teacher
1977-1979	Stratford Community School District	10-12 English Teacher

## PROFESSIONAL DEVELOPMENT

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### Certified Trainer

6+1 Traits of Writing  
Project CRISS<sup>SM</sup>  
Cooperative Learning Brown Book  
Traits of an Effective Reader  
Real Colors  
McREL Balanced Leadership

### Facilitation

Group Facilitation Skills  
Peer Coaching  
Conflict Management  
Cognitive Coaching  
Blended Coaching  
Learning Focused Relationships  
Analytic Processes for School Leaders  
Coach for Authentic Intellectual Work

### School Improvement

Assessing Impact  
What Works in Schools  
Assessment Literacy  
Data Driven Leadership  
Authentic Assessment  
Grant Writing  
Using Data to Improve Student Achievement  
Needs Assessment  
Planning Implementation and Evaluation  
Collaborative Action Research

### Gifted and Talented

Autonomous Learner Model for Gifted Education  
Schoolwide Enrichment Model  
Advanced Placement Literature and Composition  
Social Emotional Needs of the Gifted  
Iowa Acceleration Scale  
Differentiation

### Curriculum and Instruction

Content Area Reading (Billmeyer, Tovani)  
Writing Across the Curriculum  
Project CRISS<sup>SM</sup>  
Standards and Benchmarks  
Themes and Essential Questions  
Instructional Decision Making  
Iowa Core Curriculum

### Strategies

Dimensions of Learning  
Models of Teaching—Concept Attainment  
Multiple Intelligences  
Portfolio Development  
Computer Technology Applications  
Cooperative Learning  
Fierce Conversations

## COMMITTEES/BOARDS

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2007-2009	President, Iowa Talented and Gifted Association
2006-2007	President-elect, Iowa Talented and Gifted Association
2006-2008	Advisory Board, Office of Pre-collegiate Programs for the Gifted and Talented (OPPTAG)
2005-2007	Advisory Board, Focus on High Schools
2004-present	Board of Directors, Iowa Talented and Gifted Association
2000	Co-chair Iowa Talented and Gifted Association State Conference
1998-99	Iowa Talented and Gifted Association Conference Planning Committee
1997-98	CONTAG Planning Committee

## PROFESSIONAL MEMBERSHIPS

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Association for Supervision and Curriculum Development (ASCD)  
Iowa ASCD  
National Association for Gifted Children  
Iowa Talented and Gifted Association  
Iowa Staff Development Council

## Iowa Adjuncts

### Electives

Jessica Balsley  
Lynce Casper  
Heather Crockett  
Annette Duncan  
Darren Hanna  
Angela Hileman  
Jennifer Jacob  
Cynthia Knight  
LaDonna Lines  
Angela Maiers  
Roger Puza  
Kari Staack  
Jennifer Thoma  
Mary Tighe  
Cynthia Yakel



March 24, 2011

Ms. Jessica Balsley  
1133 NE 134<sup>th</sup> Ave  
Alleman, IA 50007

Dear Jessica,

The Graduate Program Committee has approved your appointment as an instructor at Viterbo University for *Communication 2.0: Blogging* and *The Element: Where Passion Meets Talent*.

The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program. We look forward to a long and mutually beneficial relationship.

Yours Truly,

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608) 796-3384  
[mrabbitt@viterbo.edu](mailto:mrabbitt@viterbo.edu)

RMR:lh

Iowa Center • 4949 Westown Parkway, Suite 195 • West Des Moines, IA 50266  
email: [GradIowa@viterbo.edu](mailto:GradIowa@viterbo.edu) • 1-888-235-2200 or (515) 224-4811 • fax: (515) 224-4862

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# JESSICA BALSLEY

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## EDUCATION

MASTER OF ARTS IN EDUCATION, VITERBO UNIVERSITY 2010

*Master's Thesis: The effect of professional development on art teacher attitudes*

BACHELOR OF ARTS IN ART AND EDUCATION, LUTHER COLLEGE 2007

## PROFESSIONAL DEVELOPMENT

### TECHNOLOGY

"The Art of Education" - Founder of Professional Development resource site for Art Educators. Shares resources, ideas and insight with thousands of educators, parents and artists per week

Contributor: Angela Maiers Educational Services, The Teaching Palette, NAEA Ning

Online teaching tools: Moodle, Blackboard, Ning, Wikispaces

Web 2.0: Twitter, YouTube, Shelfari, Ning, Wikispaces

Google Applications (Docs, Reader, Drawings and Presentations)

Microsoft Word, Pages, Podcasts, Power Point

### SERVICE

National Art Education Association 2011 Conference Presenter

Iowa Art Educators Board Member: Heartland AEA Chair

Iowa Art Educators 2011 Fall Conference Chair

Iowa Art Educators 2010 Fall Conference Presenter

National Art Education Association Member

Crayola Champion Alive National Mini-Grant Judge

P.E.O. Chapter PG Officer: Women's Educational Sisterhood

## AWARDS AND HONORS

P.E.O. Graduate Educational Scholarship

Luther College Presidential Scholar

Nena Amundson Lifetime Wellness Award

Erdman Prize: Entrepreneurship Scholarship

State of Iowa Student Council President

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# JESSICA BALSLEY

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## PROFILE

A positive educator and motivated leader in the field of Art Education. K-5 Art Educator and Content Facilitator for the Art Department with Ankeny Schools. Self starter by developing 'The Art of Education,' a professional online resource for art educators. Teaches graduate courses in a variety of topics. Recognized for exceptional ability to effectively use leadership strengths to teach, motivate and inspire both students and teachers to perform at optimal levels both individually and in a team.

## TEACHING POSITIONS

### K-5 ART EDUCATOR, ANKENY SCHOOLS 2007- PRESENT

- Manage a classroom setting serving over 500 students per week in two district elementary schools.
- Prepared instructional materials, taught and evaluated students utilizing the latest research and technology.
- Work with community to display artwork in community places and also digitally in various online formats.

### K-12 ART FACILITATOR, ANKENY SCHOOLS 2009-PRESENT

- Planned and implemented professional development for art teachers within the district.
- Trained district art teachers on various technologies and online assessment tools in order to meet district goals.
- Strategized and coordinated new art curriculum and assisted with curriculum development.
- Developed district-wide art assessment plan, common formative assessments, facilitated planning processes through online collaboration tools.
- Acted as the liaison between the Executive Director of Elementary Education and district art teachers.

### GRADUATE INSTRUCTOR, ANKENY SCHOOLS PD 2010-PRESENT

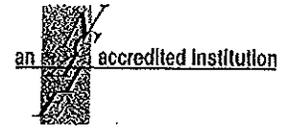
- Provided graduate and staff development credit via professional development opportunities offered through the Heartland AEA, Drake University and Ankeny Community School District.
- Taught online technology-centric courses designed to help teachers implement their own Professional Learning Communities.
- Provided a wide variety of offline and online tutorials designed to take teachers through each step of the process.
- Utilized graduate research thesis on professional development to provide research-based quality PD for teachers.

### GRADUATE INSTRUCTOR, VITERBO UNIVERSITY 2011-PRESENT

- Develops and instructs courses for teachers for graduate credit online. Course taught include a variety of topics relating to general education, technology and arts education.



*file*  
**VITERBO**  
UNIVERSITY



School of Education

815 Ninth Street South  
La Crosse, WI 54601

November 3, 2003

Ms. Lynee Casper  
5597 Meredith Drive, Unit B  
Des Moines, IA 50310

Dear Lynee,

The course *On-Line Learning* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:lh

cc: Chris Valenti  
Earl Bridgewater

**LYNEÉ D. CASPER**  
**3711 155TH ST**  
**URBANDALE, IA 50323**  
**515-987-9445**

**PROFILE**

B.A., Art Education, 1974, University of Northern Iowa,  
M.A., Educational Technology, 1996, University of Northern Iowa, Cedar Falls,  
Iowa  
Iowa Certified Teacher; Retired Educator since 2009  
Interests: Family, Biking, Photography, and the Fine Arts

**EXPERIENCE**

**JOB TITLE**

Elementary Art Teacher, Howard-Winneshiek Schools, Cresco, Iowa  
1974-75

**JOB TITLE**

Elementary and Middle School Art Teacher, Ankeny Community Schools,  
1975-1986

**JOB TITLE**

High School Art Teacher, Ankeny Community Schools, 1986-1997

**JOB TITLE**

Heartland AEA 11, Distance Learning Consultant, 1997-2000

**JOB TITLE**

Heartland AEA 11 Instructional Technology Consultant, 2000-2007,  
Part-Time Distance Learning Consultant, 2008-2009

**JOB TITLE**

Adjunct Instructor, Drake University, 2005-2007  
Adjunct Instructor, Viterbo University 2001-2011

**SKILLS**

I am an educator focused on 21st Century Learning Skills, Technology Literacies, and the resulting teaching practices that can prepare students for real world learning.

My focus is on facilitating learning through technology to provide a rich and varied educational environment, while at the same time addressing individual needs and learning styles.

**REFERRALS**

Tim Graham, Heartland AEA 11  
Toy Waterman, Heartland AEA 11

**HOME ADDRESS: 3711 155TH STREET, URBANDALE, IOWA 50323**



December 2, 2011

Ms. Heather Crockett  
626 20<sup>th</sup> Street  
West Des Moines, IA 50265

Dear Heather,

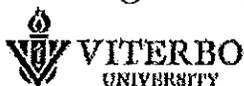
The courses *Project Based Learning: Design, Implementation and Assessment* and *Creative Strategies: Book making, Digital Storytelling & Cross Curricular Connections* have been approved by Viterbo University. You are approved as instructor. Your syllabi meet all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
rmrabbitt@viterbo.edu



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

# HEATHER M. CROCKETT

626 20<sup>th</sup> Street  
West Des Moines, IA 50265

Home Tel:(816) 588-6016  
Email: h.crockett@ymail.com

## EDUCATION

**Master of Education**, General Education, Viterbo University, La Crosse, WI. Professional specialization: Art. Master's Thesis: *The Effects of Electronic Portfolios on Student Attitude and Achievement in Art*. July, 2006.

**Bachelor of Arts**, Art Education and Speech and Hearing Science, University of Iowa, Iowa City, IA. December, 2002.

## COLLEGE TEACHING EXPERIENCE

Fall 2011	<i>A Whole New Mind</i> (EDUC-807), Viterbo University, Instructor
Fall 2010	<i>A Whole New Mind</i> (EDUC-807), Viterbo University, Instructor
Summer 2010	<i>A Whole New Mind</i> (EDUC-807), Viterbo University, Instructor
Summer 2009	<i>Digital Storytelling</i> (EDUC-782), Viterbo University, Instructor
Spring 2009	<i>Digital Storytelling</i> (EDUC-782), Viterbo University, Instructor
Summer 2008	<i>Oceans</i> , VSA Arts of Iowa, Instructor
Summer 2007	<i>Ephemeral Art</i> , VSA Arts of Iowa, Instructor

## PREVIOUS TEACHING EXPERIENCE

2009-2010 **Timber Creek Elementary School: K-5 Art Instructor.** Organized and set-up new art room. Designed and implemented curriculum aligning with district objectives. Worked collaboratively with general classroom teachers and other specialists.

2007-2008 **Northeast Elementary: 3-5 Technology Instructor.** Provided technology instruction to enrichment students. Created lessons incorporating technology and digital storytelling including: word, digital cameras, scanners, Kidspiration, Moviemaker and search engines.

2004 - 2009 **Southeast Elementary School: K-5 Art Instructor.** Adapted lessons to engage multiple learners, including inclusion students. Implemented curriculum and assessments to meet district benchmarks and frameworks. Aided in department curriculum review and organization of district art shows.

2003-2004 **Pleasant Hill Elementary School: K-5 Art Instructor.** Created lessons and assessments to fulfill district curriculum requirements. Designed and implemented advanced after school art activities. Implemented cross-curricular

and multicultural lessons. Edited and published student articles for school newspaper.

### PRESENTATIONS

Schultz, H. (April 2010). *Curricular Importance and Integration of Art Education*. Guest speaker at Blue Valley Community Schools Staff Meeting, Overland Park, KS.

Schultz, H. (November 2008). *Arts Integration through Music, Movement and Visual Arts*. Guest speaker at the Iowa Music Educators Association Conference, Ames, IA.

Schultz, H. (October 2007). *VSA Arts of Iowa*. Guest speaker at the Art Educators of Iowa State Convention, Boone, IA.

Schultz, H. (October 2006). *The Effects of Electronic Portfolios on Student Attitude and Achievement in Art*. Paper presented at the Art Educators of Iowa State Convention, Des Moines, IA.

### EXHIBITIONS

Group Show, Overland Park Library, May 2010

Group Show, Art Educators of Iowa State Convention, October 2006

Group Show, Educational Placement Office, The University of Iowa, 2002

Group Metals Show, Art Building, The University of Iowa, 2001

### HONORS AND AWARDS

Ankeny Foundation Grant, 2008

University of Iowa, Tuition Scholarship, 1997-2001

Golden Key National Honors Society, 1997-2002

Viterbo University, Dean's List, 4.0 GPA

University of Iowa, Graduate with Distinction, Dean's List, 3.75 GPA

### PROFESSIONAL DEVELOPMENT

#### Service

Member, Building Assessment Team, Timber Creek Elementary 2009-2010

Member, Building Leadership Team, Southeast Elementary, 2008-2009

Member, Curriculum Review Committee, Ankeny School District, 2008-2009

Mentor a beginning teacher, Southeast Elementary, Fall 2008

Building Representative, Ankeny Educators Association, 2007-2009

Supervision of pre-service teacher, Southeast Elementary, Fall 2007

Member, Technology Cadre, Southeast Elementary, 2006-2009

Member, Professional Research Team, Southeast Elementary, 2007

**Software Programs**

Microsoft Word, PowerPoint, Movie Maker, Blackboard, Photoshop, Excel

**Affiliations**

National Educators Association (NEA)

National Art Educators Association (NAEA)

Art Educators of Iowa (AEI)

Association of Supervision and Curriculum Development (ASCD Edge)

Kansas Educators Association (KEA)



July 17, 2000

Ms. Annette Duncan  
4024 Orchard Hills Rd  
Cedar Falls, IA 50613

Dear Annette,

The course *Multicultural Approach to Teacher* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

Susan S. Batell, Ph.D.  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601  
(608)796-3382  
ssbatell@viterbo.edu



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

**Annette Duncan**

4124 Orchard Hill Drive

Cedar Falls, Iowa 50613

[duncana@waterloo.k12.ia.us](mailto:duncana@waterloo.k12.ia.us)

**EDUCATION:**

High School: Waukee Community High School

BA Degree: University of Northern Iowa

Reading Endorsement: Upper Iowa University

MA in Education: Viterbo University

ABD Doctoral Candidate: University of Northern Iowa

**ELEMENTARY TEACHING EXPERIENCE:**

1989-1993: Substitute Teacher in Waterloo, Iowa

1993-2004: Elementary Teacher in Waterloo, Iowa (various grade levels K-5)

2004-2010: Gender Specific Elementary Teacher for an All-Boys 2<sup>nd</sup> Grade Classroom

2010-Present: Instructional Coach at Lincoln Elementary in Waterloo, Iowa

**HIGHER EDUCATION TEACHING EXPERIENCE:**

1999-Present: Adjunct Instructor for Viterbo University in the area of Diversity

2003-2007: Adjunct Instructor for Upper Iowa University in the area of Diversity

**SCHOLARLY ACHIEVEMENTS:**

2008: Published in "Social Studies and the Young Learner" Journal

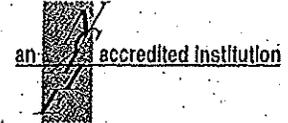
2009: Published in On-Line Journal: "education.com"

2009: Published in "Advances in Gender Education" Journal

2009: Black Hawk County Gold Star Teacher

**ACADEMIC ASPIRATIONS:**

I will graduate in May of 2012 with my doctoral degree in Curriculum and Instruction from the University of Northern Iowa. My dissertation topic is on "The Journey of an Elementary School Labeled as a Persistently Low-Achieving School". The focus of my research is how to implement research-based strategies to take a school from low-achieving to high-performing in an accelerated time frame. My future goals include working with various administrators and teachers as a turnaround specialist for low-performing schools, in some capacity, to provide school-wide reform in order to meet increasing federal and state expectations. I also plan to continue to provide professional development for teachers and administrators on social justice and diversity issues.



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

November 8, 2005

Mr. Darren Hanna  
1577 Old Highway 34 West  
Mount Pleasant, IA 52641

Dear Darren,

The Graduate Studies Committee has approved your appointment as 786 instructor at Viterbo University. The Graduate Program personnel and Viterbo University are pleased that you are going to be associated with us and are proud to have you represent the University as a teacher in our program.

We look forward to a long and mutually beneficial relationship.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

Enclosure  
SMF:lh

cc: Chris Valenti  
Earl Bridgewater

**DARREN HANNA**

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1577 Old Highway 34 West  
Mount Pleasant, Iowa 52641  
(319) 385-3635  
[hannad@mt-pleasant.k12.ia.us](mailto:hannad@mt-pleasant.k12.ia.us)

**PERSONAL GOAL**

To excel as an educational administrator by creating an environment which nurtures continual growth for students, staff and myself.

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## **ACADEMIC PREPARATION & PROFESSIONAL CERTIFICATION**

University of Iowa, Iowa City, Iowa  
Master of Arts, July 1999  
Major: Educational Administration  
GPA: 3.81

University of Northern Iowa, Cedar Falls, Iowa  
Bachelor of Arts, December 1988  
Major: Physical Education  
Emphasis: Coaching  
K-12 Teaching Certification, Physical Education  
Coaching Endorsement  
GPA: 3.71, Graduated High Honors

North Iowa Area Community College, Mason City, Iowa  
Associate in Arts, May 1985

## **PROFESSIONAL INSTRUCTION & LEADERSHIP EXPERIENCE**

**Principal**  
Mount Pleasant Community Middle School  
Mount Pleasant, Iowa, May 2002-Present

**Associate Principal**  
Mount Pleasant Community Middle School  
Mount Pleasant, Iowa, May 2000-May 2002

**Principal**  
WisdomQuest Alternative High School  
Mount Pleasant Community School District  
Mount Pleasant, Iowa, May 2000-May 2002

**Secondary Exercise Science Instructor**  
Mount Pleasant Community High School  
Mount Pleasant, Iowa, 1998-2000

**Department Head, Exercise Science**  
Mount Pleasant Community High School  
Mount Pleasant, Iowa, 1998-2000

**Exercise Science Curriculum Cadre Leader**  
Mount Pleasant Community School District  
Mount Pleasant, Iowa, 1996-2000

**Elementary Physical Education Instructor**  
Van Allen Elementary  
Mount Pleasant, Iowa, 1989-1999

## **ADDITIONAL INSTRUCTIONAL LEADERSHIP TRAINING**

Data Driven Leadership Training  
Fall 2002  
Evaluator Training  
Spring 2003

## **ADDITIONAL INSTRUCTION & COACHING EXPERIENCE**

Assistant Varsity Football, Mt. Pleasant Community High School, 1999-2000  
Middle School Girl's Track, Mt. Pleasant Community Middle School, 1996-2000  
Assistant Varsity Girl's Basketball, Mt. Pleasant Community High School, 1990-1998  
Head Varsity Girl's Volleyball, Mt. Pleasant Community High School, 1991-1993  
Middle School Girl's Volleyball, Mt. Pleasant Community Middle School, 1990  
Ninth Girl's Basketball, Mt. Pleasant Junior High School, 1989-1990

## **ADDITIONAL WORK EXPERIENCE**

Painter: Summers in the Mt. Pleasant area, 1991-2000  
Iowa Army National Guard, Btry B 1/194 FA, Algona Iowa, 1982-1991

- Highest rank Staff Sergeant (E-6)

## **CREDENTIALS**

Central Office, Mount Pleasant Community School District  
400 East Madison  
Personnel File  
Mount Pleasant, Iowa 52641  
(319) 385-7750

## **REFERENCES**

**Dr. John Roederer**  
Superintendent  
Mount Pleasant Community Schools  
400 East Madison  
Mt. Pleasant, IA 52641  
(319) 385-7750

**David Christensen**  
Director of Instruction  
Mount Pleasant Community Schools  
400 East Madison  
Mt. Pleasant, IA 52641  
(319) 385-7750

**John Henriksen**  
Principal  
Mount Pleasant High School  
2104 South Grand Avenue  
Mt. Pleasant, Iowa 52641  
(319) 385-7700

**Karen Osborne**  
Instructor  
Mount Pleasant Middle School  
414 North Adams  
Mt. Pleasant, Iowa 52641  
(319) 385-7730



June 14, 2011

Ms. Angela Naomi Hileman  
2773 Fairlane Ave  
Waterloo, IA 50702

Dear Angela,

The course *Creative Studies* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
rmrabbitt@viterbo.edu



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

Angela Naomi Hileman  
ahileman82@hotmail.com  
2773 Fairlane Avenue  
Waterloo, Iowa 50702  
(319) 504-7961

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**Professional Objective:** Seeking a teaching position in a setting that creates an environment conducive to learning and professional growth.

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**Education and Certification:** *University of Northern Iowa, Cedar Falls, Iowa, Fall 2012*  
Major: Curriculum and Instruction (Doctorate in Education)  
*University of Northern Iowa, Cedar Falls, Iowa, Summer 2009*  
Major: Curriculum and Instruction (Master of Arts in Education)  
*University of Northern Iowa, Cedar Falls, Iowa, Fall 2007*  
Major: Elementary Education K-6, Social Studies K-8,  
Coaching Authorization (2<sup>nd</sup> B.A.)  
*University of Northern Iowa, Cedar Falls, Iowa, Spring 2004*  
Major: Anthropology (Bachelor of Arts)  
*Hawkeye Community College, Waterloo, Iowa, December 2002*  
Major: General Studies (Associate of Arts)

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**Teaching Experiences:**

*Poyner Elementary School, Evansdale, Iowa, 2009-2011*  
Full-time Teaching Experience, 5<sup>th</sup> grade and 2<sup>nd</sup> grade

- Positive Behavior Supports Grade Leader
- Team Leader
- Literacy Cadre Leadership Team
- Reading Adoption Committee & Parent Involvement Committee
- Intensive After School Program Teacher

*St. Edward's Catholic School, Waterloo, Iowa, 2008-2009*  
Full-time Teaching Experience, 3<sup>rd</sup> and 4<sup>th</sup> grade

- Implemented a weekly Strategy Club for grades 3-6
- Taught Art
- Proficient in Power School grading system and developed a classroom website
- Playground Committee Member
- Led a Project Based Learning Group for Advanced Students
- Assistant Softball Coach

*St. Edward's Catholic School, Waterloo, Iowa, Spring 2008*  
Long-term substitute, Pre-K through 8<sup>th</sup> grade

- Developed multi-grade level Spanish projects
- Instructed over 425 students a week
- Fluency in Spanish in oral and written contexts

---

**Special Skills:**

- CPR/First Aid/AED training (expires 03/13)
  - CPI Training (expires 02/13)
  - OSHA (received 08/10)
  - Child Abuse Training and High Risk Behaviors (received 08/09)
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*Professional Portfolio available upon request*

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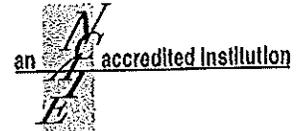
## **REFERENCES**

**Lisa Blair  
139 E. Mitchell  
Waterloo, IA 50702  
(319) 233-6202**

**Patti Surma  
1138 Central Avenue  
Evansdale, IA 50707  
(319) 433-1534**

**Barbie Bass  
1138 Central Avenue  
Evansdale, IA 50707  
(319) 433-1534**

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School of Education

900 Viterbo Drive  
La Crosse, WI 54601

September 27, 2007

Ms. Jennifer Jacob  
2113 NW Parkridge Dr  
Ankeny, IA 50023

Dear Jennifer,

The course *Classroom Assessment for Guiding Instruction* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:mr

cc: Chris Valenti  
Earl Bridgewater

## JENNIFER L. JACOB

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### EDUCATION

- 2009-2011 IOWA STATE UNIVERSITY AMES, IOWA  
▪ Master in Educational Leadership; Principal Licensure
- 2004-2006 VITERBO UNIVERSITY LA CROSSE, WISCONSIN  
▪ Reading Endorsement
- 2002-2004 VITERBO UNIVERSITY LA CROSSE, WISCONSIN  
▪ Master in Elementary Education
- 1996-2000 IOWA STATE UNIVERSITY AMES, IOWA  
▪ Bachelor of Science in Elementary Education and Middle School Endorsement

### PROFESSIONAL EXPERIENCES

- 2007-CURRENT VITERBO UNIVERSITY LA CROSSE, WISCONSIN  
▪ Adjunct Professor  
▪ Guiding Instruction with Assessment & Motivation and Inspiration for Writing Instruction  
○ Created and taught face to face and online courses
- 2009-2011 ANKENY COMMUNITY SCHOOLS ANKENY, IOWA  
▪ Instructional Coach ~ Ashland Ridge Elementary  
▪ Designed and presented professional development for all building K-5 teaching staff in the areas of literacy and student engagement/active participation  
▪ Facilitated professional development workshops at the district level for K-5 teachers and support personnel in the areas of literacy, mathematics, and formative assessment use  
▪ Guided individual professional learning communities (PLCs) in the use of data to make instructional decisions and create yearlong SMART goals aligned to Individual Career Development Plans  
▪ Coached teachers in instruction, differentiation, student behavior management, and use of assessment information in individual classrooms through lesson modeling and conversation  
▪ Collected data on individual students through classroom observations and then coached teachers on application of this data for use with Response to Intervention (RTI) plans  
▪ Collaborated with key district leaders (K-12 Coordinator of Literacy, K-12 Coordinator of Mathematics and Assessment) to lead initiatives in reading and math at the building level  
▪ Led workshops at new teacher training for staff new to the District  
▪ Planned and co-facilitated a committee for data review at the building level
- 2008-2009 ANKENY COMMUNITY SCHOOLS ANKENY, IOWA  
▪ Teacher Librarian ~ Westwood Elementary  
▪ Collaborated with K-5 classroom teachers to integrate information literacy and technology skills  
▪ Participated in grade level meetings to plan for instruction and enrichment  
▪ Managed building technology, library staff and budgets  
▪ Trained teachers for School Fusion websites  
▪ Wrote and received grants for new building technology
- 2001-2008 ANKENY COMMUNITY SCHOOLS ANKENY, IOWA  
▪ 5<sup>TH</sup> Grade Teacher ~ Westwood Elementary  
▪ Collaborated with team teachers for instruction and meeting student needs  
▪ Implemented a balanced literacy classroom  
▪ Analyzed student data to make instructional decisions and group students

- Implemented the writing workshop model
- Planned for and led district-wide grade level meetings

## PROFESSIONAL ACTIVITIES

2007-2009

### BUILDING TECH CADRE

- Designed and led professional development around technology
- Reviewed software programs for appropriate alignments for grade levels and content areas
- Piloted new technologies and software

2007-2008

### BUILDING LEADERSHIP TEAM MEMBER

- Met with district curriculum staff and AEA staff to analyze data and plan for professional development
- Met with district curriculum staff to plan for data interpretation of district-wide assessments (including the HEART database)
- Analyzed district-wide and building assessment data
- Designed, implemented and led building-wide writing and reading study groups

2007-2008

### LITERACY CADRE

- Planned staff development with district and building colleagues
- Attended workshops focused on best-practice for literacy instruction
- Led building professional development in the area of literacy

2005-2007

### PROFESSIONAL DEVELOPMENT TEAM LEADER

- Planned for district-wide and building professional development in reading
- Designed, implemented and led building-wide nonfiction reading study group using Spotlight on Comprehension by Linda Hoyt
- Analyzed student and teacher data to plan for professional development

2006-2007

### STANDARDS AND BENCHMARKS REVIEW REPRESENTATIVE

- Reviewed and revised district reading and language arts standards and benchmarks with colleagues
- Aligned district and classroom assessments with standards and benchmarks
- Provided feedback and recommendations to district curriculum office

2004-2006

### RESPONSE TO INTERVENTION (RTI) REPRESENTATIVE

- Worked as a team member to create a building-wide RTI process for identifying, supporting and monitoring supplemental and intensive students
- Collaborated with Heartland AEA staff members to examine classroom and building reading assessment data

2001-2003

### BUILDING CURRICULUM FACILITATOR

- Planned for and led building staff and grade level professional development
- Set, implemented and monitored curriculum building goals
- Trained teachers on curriculum mapping software

## HONORS

2005-2006

### BUILDING EDUCATOR OF THE YEAR

- Ankeny Education Association ~ Westwood Elementary

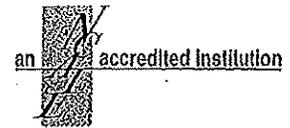
## ADDITIONAL EXPERIENCES

- Mentor for New Teachers

- Ankeny Education Association Negotiations Committee (2 years)
- District Writing Team
- District Literacy Committee
- Training with national Instructional Coaching Leaders: Dr. Jim Knight and Dr. Steven Barkley
- Training with national Literacy/Professional Development Leader: Dr. Emily Calhoun

**REFERENCES**

9594	Mark Moss	Principal ~ Ashland Ridge Elementary, Ankeny	W: (515)965-
9690	Jim Ford	Principal ~ Westwood Elementary, Ankeny	W: (515)965-
8983	Dianne Peterson	Instructional Coach Coordinator ~ Ankeny Schools	W: (515)289-
(515)289-8982	Carlene Lodermeier	Curriculum Coordinator ~ Literacy, Ankeny Schools	W:
(515)224-4811	Shelley Stoppel	Iowa Assistant Coordinator ~ Viterbo University	W:



School of Education

900 Viterbo Drive  
La Crosse, WI 54601

June 8, 2006

Ms. Cynthia Knight  
2717 NW Park Lane  
Ankeny, IA 50021

Dear Cynthia,

The course *Formative Assessments and Mathematics* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:mr

cc: Chris Valenti  
Earl Bridgewater

# **Dr. Cynthia J. Knight**

3000 Grand Ave., Apt. 615  
Des Moines, Iowa 50312  
(515) 344-5389  
ru4iowa2@gmail.com

## **Skills**

Implementation, administration, evaluation and modifications of educational programs  
Management of and working with work teams  
Superb oral and written communication skills  
Solid foundation in Special Education, 504 and K-12 mathematics, science, social studies and literacy curriculum  
Knowledge and use of databases, data analysis, Internet, spreadsheets, word processing  
Knowledge of School Improvement Efforts and Professional Development

## **References**

Delbert Hoover, Deputy Administrator, (515) 281-8402  
Norma Lynch, Consultant, (515) 281-6038  
Dr. Gary Ratigan, retired High School Principal (515) 964-5178

## **Experience**

**2004 – present      Iowa Department of Education      Des Moines, Iowa**

Consultant, Instructional Accommodations and Interventions

- Train Area Education Agencies (AEAs) and Local Education Agencies in the State Initiatives: Every Student Counts, Every Learner Inquires, Every Child Reads, Adolescent Literacy, Instructional Decision Making, Co-Teaching
- Lead the state in Differentiated Instruction, Instructional Accommodations and Interventions to meet the needs of students with special needs and at-risk
- Trained as trainer in Cognitively Guided Instruction and Second Chance Reading
- Train and develop Technical Assistance to AEAs using the Iowa Professional Development Model and District Career Development Plan
- Chair for Student Improvement Grant and Supplemental Strategies and Educational Services Grant
- Teacher Quality team member
- Maintain Iowa Content Network website, coordinate reviewers' work, keep abreast of current research for diverse learners in the areas of reading, math and science

**2002- 2004      Des Moines ISD      Des Moines, Iowa**

K-12 Special Education Curriculum/Staff Development Facilitator

- Train both individual and groups of teachers in various techniques that impact special education achievement gaps
- Work with administrators, teachers, consultants, psychologists, and social workers in the area of curriculum for students with special needs
- Create on-line (WebCT) and face-to-face staff development activities to meet the needs of K-12 special education teachers

- Work with vendors to create research based material lists that will help special education teachers meet the general education essential objectives
- Monitor material purchases for special education programs
- Work with budgets for various projects going on in special education programs

**2000 - present            Upper Iowa University    Des Moines, Iowa**

Adjunct Professor

- Instructor to adult learners entering special education fie

**1998 - 2002            Ankeny CSD                            Ankeny, Iowa**

High School Resource Teacher / Intervention Specialist

- Develop, implement and monitor IEP's
- Supervise Classroom Associate
- Develop and implement an Immediate Student Action Team program for students who do not qualify for special education services
- Co-create and instruct brain-based, multiple intelligence General Biology class
- Varsity girls' shot and discus track coach

**1996 - 1998            Johnston CSD                            Johnston, Iowa**

High School Resource Teacher Grades 9-12

- Develop, implement and monitor IEP's
- Supervise Classroom Associate
- Seventh grade girls' basketball coach

**1993 - 1996            West Marshall CSD    State Center, Iowa**

Middle School Resource Teacher Grades 5-8

- Develop, implement and monitor IEP's
- Supervise Classroom Associate
- Develop, implement and monitor I-Plans for those not qualified for special education

**1988 - 1993            East Marshall CSD            LeGrand, Iowa**

High School Resource Teacher Grades 7-12

- Develop, implement and monitor IEP's
- Supervise Classroom Associate
- Start a work experience class/program
- Assistant varsity girls' basketball and volleyball coach

**1987 - 1988            Systems Unlimited, Inc.    Iowa City, Iowa**

House Parent

- 24 hour- direct care provider for six adults with mental disabilities
- Activity coordinator
- Household finance and budgets
- Supervise direct care staff

**1986 – 1987**      **Dallas ISD**      **Dallas, Texas**  
First Grade Teacher  
    >First grade instructor

## **Education**

**2000 - 2004**      **Capella University**      **Minneapolis, Minnesota**  
Ph.D. Education Administration with Special Education Emphasis  
    Dissertation – Remediation/Intervention Strategies and Reading Achievement of Students  
    with Learning Disabilities

**1988 – 1996**      **University of Northern Iowa**      **Cedar Falls, Iowa**

Thesis – Grading Middle School Special Education Students

**1982 - 1986**      **University of Iowa**      **Iowa City, Iowa**  
BS Elementary Special Education

**1981 – 1982**      **University of Northern Iowa**      **Cedar Falls, Iowa**  
Undergraduate work

## **Leadership**

Co-Chair Statewide Implementation of Instructional Decision Making  
Co-Chair Statewide Implementation of Mathematics for Special Education Teachers  
President of Iowa Council of Administrators of Special Education (ICASE)  
Membership Officer for Iowa Council for Exceptional Children  
Speaker at ICASE Spring 2004, NCTM Fall 2007  
Speaker at NASSP 2002  
Co-Chairman of School Improvement Team, Ankeny High School  
Department Chair, Ankeny High School  
Phase III committee member, Ankeny High School  
Combined Committee Member, Ankeny High School  
Staff development team, Ankeny High School  
Member of Ankeny Education Association, Johnston Education Association: negotiator, West  
Marshall Education Association: president, negotiator, East Marshall Education Association:  
vice president, president  
Director of Wellness Program, East Marshall High School  
Phase III Committee Member East Marshall High School  
Past Church Board President, Union Community Church  
Choir Director, Union Community Church



April 11 2003

Ms. LaDonna Lines  
702 Roberts Terrace  
Marshalltown, IA 50258

Dear LaDonna,

The course *Promoting Active Participation* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

Susan S. Batell, Ph.D.  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601  
(608)796-3382  
ssbatell@viterbo.edu



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

## LADONNA LINES

Adjunct Instructor

### EDUCATION

M.S. The University of Iowa  
1987 College of Science Education

BA Teaching University of Northern Iowa  
1968 The College of Education: Middle School Family Consumer Science

### ACADEMIC AND RELATED EXPERIENCES

1995-present Viterbo University Adjunct Instructor

2005-present University of Northern Iowa Adjunct Instructor in the Office of Student Field Experiences

2004-2005 University of Northern Iowa student teaching supervisor for Marshalltown/NICL center (part time)

1998-2004 University of Northern Iowa – 60% and Marshalltown Schools – 40%  
Clinical Supervisor/Coordinator, M'town Student Teaching Center  
Instructor, Human Relations/Multicultural Education  
Grant Director – Preservice and Mentoring

1995-1998 University of Northern Iowa – 40% and Marshalltown Schools – 60%  
Clinical Supervisor, M'town Student Teaching Center  
Middle School Classroom Teacher

1968-1995 Marshalltown Community Schools  
Middle School Classroom Teacher

### COURSES TAUGHT

1995-present Promoting Active Student Participation

1997-present Creating the Conditions for Learning

1997-1999 More Active Participation

2000-2002 Mentoring New Teachers



June 26, 2000

Ms. Angela Maiers  
13260 Hickory Ave  
Clive, IA 50325

Dear Angela,

The course *Emergent Literacy* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

Susan S. Batell, Ph.D.  
Viterbo University  
900 Viterbo Drive  
La Crosse, WI 54601  
(608)796-3382  
ssbatell@viterbo.edu



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

disqus Angela Maiers

share Angela Maiers



## Contact Information

Angela Maiers

My Website: <http://www.angelamaiers.com/>

## Summary

Angela is the founder and President of Maiers Education Services, a consulting firm headquartered in Clive, Iowa. Her company provides just-in-time consultation services to schools, organizations, and individuals seeking to use technology and social media to leverage human capital and production goals.

Under Angela's direction, schools and businesses within and outside the education industry are implementing the proven practices that accelerate their desired outcomes.

## Work History

### Maiers Education Services Inc

Clive, IA, United States

2003 - Present

## Owner and Lead Consultant

## Education

### Drake University

Clive, IA, United States

MEd, Education

## Professional Background

Angela Maiers is an award-winning educator, speaker, consultant and professional trainer known for her work in literacy, leadership and global communications. She is a consistently energized and recognized worldwide speaker greatly impacting leadership through not only the education field, but the international business community as well. Challenging educational philosophies and business ethics, Angela strives to achieve total synergy and unstoppable energy by reconstructing the thought process of many dated ideologies.

Today, Angela is at the forefront of New Literacy and Web 2.0 technologies. An active blogger and social media evangelist, she's deeply committed to helping learners understand the transformational power of technology. Her intimate knowledge of teaching and learning, down-to-earth style, and powerful message of personal empowerment have made her a highly sought after keynote speaker and a vibrant courageous voice in both the business and education space.

As owner and lead consultant at Maiers Educational Services, she uses her passion for literacy and technology to discover creative ways to assist schools and organizations in meeting their learning and productivity goals.

She is an alumnus of The University of Iowa with a Masters degree in Educational Supervision and Reading. She has spent 22 years working in Elementary, Middle and University settings as a classroom teacher, reading specialist, coach, special programs facilitator, and University Professor.

When she is not at home in Clive, Iowa, spending time with her husband and two teenage children, you will find her on her [blog](#) or on Twitter at [@angelamaiers](#) - her favorite space for thinking, creating, and pushing the scope of her imagination and learning.

## Services

## Keynote Speeches

Need a speaker for your next event? I create custom presentations for each unique audience and event. Visit [my speaking page](#) for a detailed description of the topics most requested. This is just a taste of what we could talk about, and I am open to adapting the conversation to meet your needs.

To jog your memory, I'm passionate about [Digital Literacy](#), [New Web Trends](#), [Social Media](#), [Learning Networks](#), [Twitter](#), and [21st Century Leadership](#).

## Professional Development

While most consultants try to offer a one-size-fits-all presentation that only scratches the surface, we create highly customizable workshops and training sessions to help learners of all ages develop their skills in critical thinking, reading, and communication.

Here are some of the areas of which I can offer through support and training. I believe each can take your classroom, school or organization to the next level.

- Lesson Demonstration
- Technology Integration
- Web / Digital Literacy
- Literacy Coaching
- Curriculum Development
- Climate / Culture Reviews

## Virtual Engagements

I offer any customized workshop via the internet. Support and instruction can be delivered in the following ways:

- Video Conferencing
- UStreaming
- Webinars
- Multimediuum Platforms (Adobe Connect, Elluminate, etc.)
- Online Courses

## Strategic Coaching

Just as athletes need coaches to help them hone skills and strategies, I am able to provide a process for systemic improvement. I offer guidance in social media, new literacies and communication, and leadership at both the individual and organizational level.

## Consultant on Call

Need a question answered? Want an hour with me to solve a quick problem? Or, if we need more time to talk, I have lots of options for us! Visit our [Contact page](#) for more information.

## Google Apps Training: Coming Soon

We as a team already utilizes the cloud computing prowess of Google Apps. We will teach you all the fundamentals of this great service and how to use it!

- Creating word documents, spreadsheets and presentations online with Google Docs
- Organization and Utilization of Google Calendars
- Integration of Gmail and its Benefits into your School or Business

## Speaking

*"I would like to think I provide more than a motivational speaker who inspires and motivates or a trainer who improves performance. I truly try to bring depth and breath with methods that truly influence and promote positive change. Most of all I work to sustain motivation and provide an ROI(Return on Intelligence)."*

### Angela Maiers

Angela Maiers is a consistently energized and recognized worldwide speaker greatly impacting leadership through not only the education field, but the international business community as well. Challenging educational philosophies and business ethics, Angela strives to achieve total synergy and unstoppable energy by constructing the thought process of many dated ideologies.

A fresh breath of life to the business and education communities, every inspirational message Angela delivers is tailor made to fit each unique audience and their particular challenges.

With over 20 years as an educator and ten years on the speaking circuit, Angela has addressed thousands of people worldwide. It is really no wonder Angela is one of the most sought out and frequently requested Keynote Speakers in the world.

## Speaking Topics

### THE HUMAN WEB

Web 3.0 presents an entirely new way of seeking and hearing meaning. As facts become obsolete faster and information continues to grow exponentially, literacy and basic technology skills are not enough. Web 3.0 demands a new fluency; a new understanding about how knowledge is created, constructed, and shared. Together we will examine several emerging trends that will profoundly challenge our fundamental assumptions of what it means to be a learner, teacher, and citizen in the 21st Century.

## **BE A VISUAL SUPERSTAR - VISUAL LITERACY**

Ever since Leonardo put pen to paper, visual note-taking has been a springboard to improve the quality of our thinking. Strengthen these mental muscles, and you're on your way to becoming a visual superstar.

This session introduces you to the building blocks of visual language, and provide hands-on techniques and strategies to support deeper comprehension in a variety of settings.

## **ARE YOU INDISPENSABLE? (Do you want to be?)**

In a time where the future is uncertain, our roles are less defined, and change is the norm; indispensability becomes our job security and solidifies our relevance as individual and institutions! Together we explore delicately blended mixtures of qualities, and characteristics that make someone indispensable, and more importantly ensure that every student has the tools, tactics, and strategies to get them to the point where they are indispensable contributors and citizens in their world!

## **PASSION DRIVEN INSTRUCTION**

We may never know what the magnitude of our impact will be or how the passion we transmit may ripple out into the world. Over the years, I've heard many stories about how a few words or a simple act have changed a student's life forever. We may not walk into our classrooms everyday thinking: "I'm going to change the world today!" Yet, that is exactly what we do. We DO make a difference. We Do.

## **DIGITAL LITERACY**

Today, literacy goes beyond the ability to read and write. Our students must be able to use web tools to find, analyze, organize, create, and share information. Teachers must know how to use web tools for their personal and professional development and how to implement selected tools to further learning in the classroom. This session will support students and teachers to work with digital texts and social mediums in order to meet the changing nature of literate practices.

## **LEADERSHIP IN A DIGITAL AGE**

**BREATHE...** Build a **B**ase for the right tools. Utilize **R**elationships and connections to improve learning. **E**xtend your reach and communication with these tools and connections. Always keep a learning mindset for new tools. Have **T**ransparency in sharing the knowledge you obtain. **H**ave a plan – there must be a learning purpose to use these tools. **E**mbrace change and learn which networks and practices will best serve

to influence your learning and networking practice. This acronym represents the key qualities that I believe every leader must have to be successful.

## **HABITUDES OF A 21ST CENTURY LEARNER - Keys for Lifelong Learning & Success**

Creativity, Innovation, Problem Solving... buzz words no longer! To meet the complexities of today's world, our students need more than skills — they need Habitudes! Successful students, workers, and citizens have identifiable habits and behaviors which allow them to manage emotions, communicate effectively, and sustain themselves as independent and successful lifelong learners. We'll explore intentional lessons and conversations that nurture and develop these habits and attitudes; the Habitudes that ensure our students' success far beyond our classrooms.

## **WRITING FOR REAL - Instruction that Enlightens, Empowers and Transforms**

Writing is not just a school subject. Writing about our lives, and understanding the power of our words is what makes us human. We cannot afford to divorce the teaching of writing and reading divorced from real life. If our students are to know writing in this way, the experiences they have as writers in school must mirror both the intellectual and emotional work of real writers. We will cover lessons, resources, and new technologies that prepare our students for the lifework of writing and empower them with the confidence and excitement to share their voices with the world!

## **I'M ON TWITTER – NOW WHAT?**

With over 30 million members, Twitter represents a fascinating opportunity to virtually everyone. Confined within a 140-character limit for each post, it encourages members to find ways to present a clear and concise message to the public. This has a lot of appeal not only for younger users who can educate themselves direct from intellectuals, but by also offering companies a method to strengthen their Customer Relationship Management (provided they already have an online presence). Twitter is an invaluable tool in your personal learning network!

## **My Wikis**

Wikis are truly something to be fascinated about. Not only do they embrace the open community by allowing anyone to submit content, but they also serve to learn from intellectuals in their respective fields and help us grow. I encourage you to take a look at these resources, and perhaps share your own!

- [Literacy in Content Areas](#) - This wiki will provide viewers and participants with various links to resources and ideas that can be used at every level and in all content areas to integrate thinking strategies and develop literacy and critical thinking skills into all units of study

- Learning Now - The resources and tools that give us the ability to connect, communicate and collaborate with educators and students in all parts of the world in a framework I call: LEARNING NOW!
- The Habitudes – This workshop investigates the overarching principles of thinking and performing as a master teacher, with participants who were expected to complete the readings, viewings, tasks, and/or assignments for that week and share their results with everyone else.
- Seven Strategies - This wiki focuses on the seven strategies that have received the strongest scientific support in promoting and sustaining comprehension: (1) Using Schema to Make Connections; (2) Creating Sensory Images; (3) Determining Importance in Text; (4) Monitoring and Fix Up Understanding; (5) Inferring Beyond Literal Meanings in Text; (6) Actively Question Before, During, and After Reading; and (7) Summarizing and Synthesizing Information.
- Viterbo: Digital Literacy in the Classroom – During the summer, I was proud to teach a course that discussed digital and social media concepts featuring new media tools and techniques, surveys of digital and social media applications, and issues relating to the use of digital media and media literacies in the classroom. This wiki offers participants a chance to explore a variety of digital and social media tools, instructional strategies, and resources for teaching and personal productivity and share what they have found with the rest of the community.

## My Series

Throughout the tenure of my blog, I have taken time out to write a series of articles covering some of the most important topics in education.

- The Path Towards a Passion Driven Classroom
- Nonfiction Unit of Study - Day One, Day Two, Day Three, Day Four
- Parent Involvement – “What’s Your View?”
- Reading WITHOUT Meaning

## My White Papers Scribd

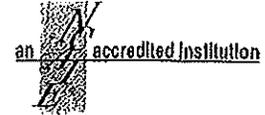
Below you will find a White Paper that addresses the different fundamental components for engaging with your students. For another in-depth article, you can check out my

- 26 Keys to Twitter Success



This VisualCV is available as a printable [.pdf file](#)

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School of Education

900 Viterbo Drive  
La Crosse, WI 54601

May 27, 2005

Mr. Roger Puza  
5137 33<sup>rd</sup> St South  
La Crosse, WI 54601

Dear Roger,

The course *Health Dimensions: Live, Laugh, Love, Learn* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:lh

cc: Chris Valenti  
Earl Bridgewater

**Roger F. Puza**  
**Consultant, Author, Speaker, Educator**  
**777 Bent Hickory Road**  
**Charleston, S.C. 29414**

**Higher Education**

University of Wisconsin- LaCrosse	
Masters plus 32 credits	1995
University of Wisconsin- LaCrosse	
Masters of Science in Health Education	1982
University of Wisconsin- LaCrosse	
Bachelor's of Science in Physical	1972
Education and Health Education	

**Professional Experience**

Viterbo University Adjunct	2005-2011
Masters in Education Program	
College of Charleston Elementary Education	2006-2011
Charleston, South Carolina	
Health and Physical Education Instructor	1980-2004
Central High School, LaCrosse, Wisconsin	
Wisconsin Staff Development Instructor	1994-2003
School District of LaCrosse	
University of Wisconsin-LaCrosse Supervisor	1990-2003
Student Teachers and Clinical Students	
Health Coordinator for the School	1980-1997
District of LaCrosse (K-12)	
Physical Education and Health Instructor	1972-1979
Longfellow Junior High, LaCrosse, Wisconsin	

**Professional Involvement: Wis. Assoc. Health and PE**

WAHPERD Conference South Carolina Presenter	2008-2010
Human Kinetics Textbook	2008
WAHPERD AND AAHPERD Leadership	1995-2010
WAHPERD Conference Presenter (18 times)	1975-2003
AAHPERD Conference Presenter (5 times)	1995-2003
WAHPERD Representative Assembly	1990-1998
WAHPERD Awards Committee	1994-1998
Wisconsin Academic State Standards Committee	1997
WAHPERD Convention Manager (LaCrosse)	1997
WAHPERD Health Educator Award	1996

## Biographical Sketch

High School  
Rhinelander, Wisconsin

Student-Athlete (four sports)  
All-Conference Honors  
Senior Class Officer  
High School Scholarship  
(1968-1972)

Wisconsin College Alumni  
UW-LaCrosse

Student-Athlete / All-Conference Football  
Physical Education and Health Bachelor's Degree  
University Clinical Supervisor  
Masters of Science in Health Education  
(1972-1982)

Teaching in LaCrosse

Middle School Health Educator  
Health Coordinator for School District  
High School Educator  
UW-LaCrosse Clinical Supervisor  
Wisconsin Staff Development Teacher  
(1972-2005)

Wellness Matters, Inc.  
Author and Consultant

Self Employed: Consultant, Speaker and Author  
Health Textbook for Human Kinetics:  
Title: Health Education Ideas and Activities  
(24 Dimensions of Wellness for Adolescents, 2008).  
(2005-2011)

Viterbo University Adjunct  
LaCrosse, Wisconsin  
Des Moines, Iowa

Course: #786 Health Dimensions:  
Live, Laugh, Love, Learn  
Graduate Education Masters Program  
(2005-2011)

College of Charleston Adjunct  
Charleston, South Carolina

Health and Human Performance Department  
Elementary Education: Integration of Health and  
Physical Education #370 (2006-2011)



September 14, 2010

Ms. Kari Staack  
2675 Clay St  
Janesville, IA 50647

Dear Kari,

The course *Addressing Bullying, Harassment, and Cyber-Intimidation* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
rmrabbitt@viterbo.edu



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

*Kari V. Staack*  
*2675 Clay Ave.*  
*Janesville, Iowa 50647*  
*319-987-2590/319-239-5367 cell email: staackk@gmail.com*

**Summary of Qualifications:**

- 21 years relevant teaching experience at the elementary, middle school, and graduate level.
- Strong communication and interpersonal skills gained through a wide variety of community and professional activities related to working with and presenting information to others.
- Trained extensively in the areas of early childhood education, reading comprehension, balanced literacy pre-K-12+, character/family development strategies, bullying/harassment, gifted education, classroom management and effective teaching.
- Well organized and dependable; able to coordinate several projects simultaneously.
- Ability to collaborate and work effectively as a team member, especially using technology as an online instructor at the graduate level.
- Broad-based and in-depth knowledge of integrating curriculum, block scheduling, teaming, classroom management, character development, balanced literacy, and working with adult learners.

**Education:**

*K-12 Gifted and Talented endorsement added 5/2010*

*Master of Arts Degree, 1996- K-12 Education*

*Viterbo University, La Crosse, Wisconsin*

*Bachelor of Arts Degree, 1990-Major: Elementary Education with endorsements in language arts, early childhood, talented and gifted, and coaching*

*Wartburg College, Waverly, Iowa*

*General Studies, 1986-87*

*Waldorf College, Forest City, Iowa*

**Teaching Experiences:**

- **Graduate Instructor, (AEA 267, Drake University, Morningside, and Viterbo University**

**1997- present**

Graduate Instructor: Face to face, blended and online instructor for graduate level courses to fulfill requirements for certificate renewal and/or master's degree program. Graduate credit course experience ranging from 1-3 credit titles: Character Development and Leadership, Balanced Literacy, Foundations of Reading, Content Literacy for all grades, Implementing Math Concepts and Applications Grades k-6, Developing Character in the Classroom, 21<sup>st</sup> Century Skills, Exploring Teacher Leadership; **Online** courses: Classroom Management that Works, How the Gifted Brain Learns, Effective Teaching 360, Exploring the 10 Commandments of Common Sense, Addressing Bullying, Harassment, and Cyber Intimidation, and others.

- **Waverly-Shell Rock Schools, Waverly, Iowa**

**1999- Present**

.5 K-3 Gifted -Focuses on identifying gifted behaviors in a whole-class and pull-out setting using the Kingore Observation Inventory. Reading comprehension strategies are infused into the lessons to provide all students an enrichment opportunity.

**2001-Present**

.5 7<sup>th</sup> Grade Literacy Teacher- Focuses on strengthening comprehension and literacy while embedding 21<sup>st</sup> century literacy skills for students in grade 7.

**2000-2001**

.5 Reading Strategist- Responsible for modeling comprehension strategies for teachers and students in the regular classroom setting.

## Related experiences:

**\*Developer/Coordinator: Developing Young Writer's Conference spring 2012.**

In Conjunction with Wartburg College, Waverly, Iowa, Waverly-Shell Rock students in grades 2-4 will participate in the first annual Developing Young Writers Conference. The goal of the conference is to provide a learning experience to develop and propel student's interest in the area of writing. Students will participate in large group sessions with a guest speaker, breakout sessions, lunch on campus in the "Mensa", and have a chance to reflect and polish their own pieces of writing. Our students are privileged to work with Wartburg College students who are majoring in education. The college students will serve as presenters, shepherds, and leaders for the Waverly-Shell Rock students who participate in this unique learning experience.

**\*2007-Present SPD Consulting, Independent Professional Development Consultant,**

Provide knowledge and support for educators and parents in the area of developing as a professional, leadership development, effective teaching, and literacy strategies.

**\*2007-2009 K-6 Staff Development coordinator and presenter. Topic: Embedding Character Development standards k-6.**

**\*2008-2009- 7-12 Staff Development Presenter: Topic: Implementing Literacy Strategies in 9-12 Classrooms.**

**\*Presenter-International Reading Association National Conference, San Antonio, Texas May, 2005- Topic: *Making Research Real: Motivating and Assessing Students Using Informational Text Features***

**\*Presenter- Mid-West Regional Middle Level Education Conference, Ames, Iowa: Fall, 2006**

**\*Member of Professional Development District Committee**

**\*Presenter- Professional Development in-services: Focus: Reading comprehension strategies for the K-12 staff, 2004-2006 school years.**

**\*Presenter at local district for staff development, state, and regional conventions. 1995- Present**

**\*Presenter of information in the area of reading strategies and classroom management techniques.**

**\*Cooperating Teacher Wartburg College, Waverly Iowa 2001**

- **Wartburg College- Waverly, Iowa**

**1999 May Term**

Instructor- Taught *Teaching Reading in the Content Area* for the reading program at the undergraduate level.

- **Crestview Elementary School, West Des Moines, Iowa**

**1998-1999**

Fifth Grade Teacher- Taught half-time fifth grade math in a job share teaching position.

**Related experiences while in the West Des Moines School District:**

**\*Member of the Fines Arts Committee**

**\*District Assessment Cadre**

**\*Iowa Public Television, Johnston, Iowa 1997-1998**

Developed educational literacy materials for publication Titled project: *Mississippi River: Lifestyles and Legends* interactive CD.

- **Johnston Middle School, Johnston, Iowa**

**1991-1998**

Sixth Grade Teacher-Taught reading and language in a block schedule capitalizing on the middle school concept. Also taught math and science block in a teaming schedule. Cluster teacher of full inclusion/collaborative curriculum for gifted, resource, and SCI students. Designed and implemented individualized spelling program with integrated language arts/balanced literacy curriculum; incorporated classroom and school technologies; and applied various innovative instructional strategies including the use of multiple alternative assessments.

### **Related experiences:**

- \*Selected to present at Iowa ASCD/ITEC Conference, Fall-1997
- \*Selected to represent district on Assessment Consortium funded through the Iowa Success Network. Responsible for training staff in the area of assessment, and developing and piloting district performance tasks and assessments to report district standards and benchmarks to the state of Iowa in reference to Iowa Code 280.12/280.18
- \*Chosen for training in the Iowa/US West Teacher Technology Project. 1997-1998
- \*Selected to present at Midwest Regional Middle level Education Conference, fall 1996 and 1998-  
Topic: *Managing Instruction: Whole Language and Skills*
- \*Cooperating Teacher, University of Northern Iowa-1996-2010

### **Other Related Experiences-descriptions:**

**1998-1999**

Iowa Public Television, Johnston, Iowa

Language Arts Curriculum Consultant/Writer: Researched, developed, revised, , and helped validate language arts activities, lessons, and assessment tool for the *Mississippi River Lifestyles and Legends interactive CD* created by the Interactive Media Team, and served as a liaison to other teachers in the utilization of project components.

**1994-1995**

Perfection Learning Corporation, Des Moines, Iowa

Free Lance Writer/Editor: Created and published educational materials, novel units, and assessments.

### **Activities/Professional Organizations:**

- Member: Kappa Delta Gamma
- Member: Iowa Association of Middle Level Educators
- Member: Waverly-Shell Rock Education Association
- Nominated for 1999 Walt Disney Teacher of the Year
- Recognized for Environmental Educator of Year Program-1993

### ***Experience with Diversity***

- Host family/class for international student from Zimbabwe, Wartburg College, Waverly, Iowa
- Teaching experience in classrooms with non-English speaking students

### **References:**

#### **Angela Wessel**

5th grade teacher/Waverly-Shell Rock Schools  
Adjunct Instructor, Viterbo University, La Crosse, WI  
319-352-2181

[Angela.wessel@wsr.k12.ia.us](mailto:Angela.wessel@wsr.k12.ia.us)

#### **Mr. Roger Wilcox**

Principal: Waverly-Shell Rock Schools  
West Cedar Elementary: (319) 352-2754  
Middle School : (319) 352-3632

[roger.wilcox@wsr.k12.ia.us](mailto:roger.wilcox@wsr.k12.ia.us)

#### **Mr. Jere Vyverberg**

Superintendent: Waverly-Shell Rock Schools  
Office: (319)-352-5665

[jere.vyverberg@wsr.k12.ia.us](mailto:jere.vyverberg@wsr.k12.ia.us)

#### **Mrs. Micky Bahlmann**

Principal: Waverly-Shell Rock Schools  
Carey Elementary: (319)-352-2855

Shell Rock Elementary (319) 885-4311  
[micky.bahlmann@wsr.k12.ia.us](mailto:micky.bahlmann@wsr.k12.ia.us)



900 Viterbo Drive  
La Crosse, WI 54601

August 26, 2008

Ms. Jennifer Thoma  
606 SE 6<sup>th</sup> Street  
Ankeny, IA 50021

Dear Jennifer,

The course *Formative Assessment for Better Teaching (Online Course)* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Respectfully,

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:lh

cc: Chris Valenti  
John Della Vedova

Jennifer Thoma  
Curriculum Vitae  
February 2012

1705 NE Trilien Drive  
Northeast Elementary  
Ankeny Community Schools  
Ankeny, IA 50021

Email: Jennifer.thoma@ankenyschools.org  
Phone: 515.965.9620

#### Academic Positions

- Instructor, Viterbo University, West Des Moines, Iowa, Fall 2007 to present
- Teaching Assistant, Department of Curriculum and Instruction, Iowa State University, Summer 2011-present

#### Education

- K-12 Reading Specialist Degree (2008), Viterbo University, LaCrosse, Wisconsin (West Des Moines, Iowa Branch)
- M.Ed. (2004), Viterbo University, LaCrosse, Wisconsin (West Des Moines, Iowa Branch)
- Reading Endorsement (2000), Buena Vista University, Storm Lake, Iowa
- B.A. (1997), Elementary Education, University of Northern Iowa, Cedar Falls, Iowa
- B.A. (1994), Psychology, Wartburg College, Waverly, Iowa

#### Scholarship

##### Article

Mokhtari, K., Thoma, J., and Edwards, P. (2009). *How one elementary school uses data to help raise students' reading achievement*. *The Reading Teacher*, 63(4), 334-337.

##### Book Review

Sweeney, D. (2011). *Student Centered Coaching: A Guide for K-8 Coaches and Principals*. Thousand Oaks, CA: Corwin.

##### Conference Presentation

Thoma, J., Schlomer, K., and Mixdorf, K. (2011). *Drive Instruction with Data*. Presentation at the 2011 National Staff Development Council Summer Conference conducted at the JW Marriott, Indianapolis, IN. Abstract retrieved from <http://www.nsd.org/summer11/findasession/sessiondetail.cfm?PID=1440>

## **Courses Taught**

### ***Viterbo University***

- Guiding Instruction with Assessment (EDUC 782), Co-Instructor with Jennifer Jacob, Fall 2008, Spring 2009, Summer 2009
- Formative Assessment for Better Teaching – Online (EDUC 870), Fall 2009 - present

### ***Iowa State University***

- Corrective Reading (CI 552), Summer 2011

## **P-12 Instruction**

### ***Classroom***

- First and Second Grade Literacy and Math, Second Grade Classroom Teacher, Westwood Elementary, Ankeny Community Schools, Ankeny, IA 2004-2009
- First through Fifth Grade Supplemental Reading, First Grade Classroom Teacher, Hanawalt Elementary School, Des Moines Public Schools, Des Moines, IA 2000-2004

### ***Instructional Coach***

- K-5 Instructional Coach, Northeast Elementary, Ankeny Community Schools, Ankeny, IA 2009-present

## **Service to the Field**

- Northeast Family Literacy Night, Fall 2009, 2010, 2011
- Northeast Family Math Night, Fall 2010
- Northeast Summer Reading Program, Summer 2011

## **Professional Memberships**

- International Reading Association
- National Staff Development Council
- Association for Supervision and Curriculum Development



December 9, 2010

Mr. Mary Tighe  
1163 Herndon Rd  
Bagley, IA 50026

Dear Mary,

The course *Metacognition: Extending the Invitation* has been approved by Viterbo University. You are approved as instructor. Your syllabus meets all of the criteria necessary for approval.

We look forward to working with you as a partner in teacher professional development.

Yours truly,

*Rhonda M. Rabbitt*

Rhonda M. Rabbitt, Assistant Dean  
Director of Graduate Programs in Education  
Viterbo University  
900 Viterbo Drive, 421 Murphy Center  
La Crosse, WI 54601  
(608)796-3384  
rmrabbitt@viterbo.edu



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

# INSTRUCTOR VITA

## PERSONAL DATA

Name Mary Tighe

Social Security \_\_\_\_\_ Teacher Folder #165-401

Home Address 1163 Herndon Road

Street Address		
<u>Bagley,</u>	<u>Iowa</u>	<u>50026</u>
City	State	Zip

Work Address Mary Tighe, Consulting

District/Organization		
<u>1163 Herndon Rd</u>		
Street Address		
<u>Bagley</u>	<u>Iowa</u>	<u>50026</u>
City	State	Zip

Phone: Home 641-429-3324 Work \_\_\_\_\_ Ext. \_\_\_\_\_

Fax Number \_\_\_\_\_ Cell Phone Number 641-755-1312

E-mail Address billmary71@gmail.com

## ACADEMIC BACKGROUND

Highest Degree (Underline one): (1) B.A./B.S. (2) M.A./M.S. (3) Specialist (4) Ph.D. (5) Other

**B.A./B.S.** Institution: Northwest Missouri State University

Address: Maryville, Missouri

Major: Elementary Education Date Graduated: August, 1972

**M.A./M.S.** Institution: Viterbo University

Address: 900 Viterbo Drive La Crosse, Wisconsin 54601

Title of Degree: MS in Education Date Graduated: 1998

**ED.S.** Institution: \_\_\_\_\_

Address: \_\_\_\_\_

Academic Area: \_\_\_\_\_ Date Graduated: \_\_\_\_\_

**ED.D./PH.D.** Institution: \_\_\_\_\_

Address: \_\_\_\_\_

Title of Degree: \_\_\_\_\_ Date Graduated: \_\_\_\_\_

**OTHER**

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

Academic Area: \_\_\_\_\_ Date: \_\_\_\_\_

**LEADERSHIP ACTIVITIES**

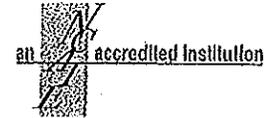
What trainings and/or expertise qualify you to be an instructor for the course or courses you are proposing?

I have completed the "Train the Trainer" program for Project CRISS. My current title is National CRISS Trainer. In my capacity as a CRISS trainer, I have facilitated more than twenty trainings for first and second time participants as well as conducting planning, follow-up, and coaching sessions in districts. I was a co-project leader for four years for the Regional CRISS Conferences sponsored by Heartland. I am a contributing author to CRISS for Administrators. Additional trainings that I have completed that would support my work as an Instructor/consultant would be Instructional Practices Inventory, Differentiation Through Instructional Decision Making, Cognitive Coaching, and Facilitation Skills. I conduct 6+1 Traits of Writing trainings and provide follow-up consultation.

**PROFESSIONAL EXPERIENCE**

Employee Category (circle one): (1) School District (2) AEA (3) Community (4) College/University

Position/Title	District/Organization	Dates
1) Consultant/Trainer—Project CRISS	Centerville CSD Centerville, Iowa	ongoing
2) Consultant/Trainer—Project CRISS	Derrick Thomas Academy Kansas City, MO	Nov, 2011
3) Consultant/Trainer – 6+1 Traits of Writing	Harlan CSD Harlan Intermediate School, Harlan, IA	ongoing
4) Consultant	Des Moines Public Schools	10/2010 to 12/2010
5) Professional Learning and Leadership Consultant	Heartland AEA 11	2007 to 7/2010
6) School Improvement Consultant	Heartland AEA 11	2000-2007
7) Adjunct Professor	Drake University	2001-2011
8) Adjunct Professor	Viterbo University	2007-2010
9) Classroom Teacher	Coon Rapids-Bayard CSD	1985-2000
10) Classroom Teacher	Raider Romper Preschool	1977-1984
11) Classroom Teacher	Bayard Community School	1973-1977



School of Education

March 24, 2006

900 Viterbo Drive  
La Crosse, WI 54601

Ms. Cynthia Heck *Yakel*  
301 10<sup>th</sup> Street  
Perry, IA 50220

*Approved*

Dear Cynthia,

Thank you for submitting a proposal for the course "Parent Involvement". This course will be reviewed with the following conditions.

- Please resubmit with a title depicting course content.

Once they are on file, our committee will be able to review the course requested for approval.

Again thank you for developing a proposal and please call if you have any questions.

We have enclosed an envelope for your convenience so that you may return this information by April 8, 2006.

Respectfully,

*Shirley M. Frick*

Shirley M. Frick, ABD  
Director, Graduate Studies in Education

SMF:lh

cc: Chris Valenti  
Earl Bridgewater

## EDUCATION

Endorsement in Education Administration, Viterbo University, LaCrosse, WI, May 2004.  
Master of Arts in Education, Viterbo University, LaCrosse, WI, July, 2001, General.  
Endorsement, University of Northern Iowa, Cedar Falls, IA, 1988, Early Childhood.  
Endorsement, Loras College, Dubuque, IA, 1985, Coaching.  
Bachelor of Arts, University of Northern IA, 1981, Major: Elementary Education, Minor: Art.  
Associates of Arts, Ellsworth Community College, Iowa Falls, IA, 1979, Major: Elementary Education.  
High School Diploma, Hampton Community Schools, Hampton, IA, 1977.

Continuing Education: Attended workshops and seminars in Madeline Hunter, People, Land and Food, Project Wet and Wild, Dimensions I, II, III, IV, and V, Technology, Attention Deficit Disorder, Professional Teacher Development, Brain Based Learning, Study Team, Art, Math, and Health Curriculum, Cadre, Student Teacher Trainer, Light Span, Boys Town, KU Strategies, Student-Centered Classroom Assessment by Richard J. Stiggins, Integrating Story Telling, Managing the Social-Emotional Needs of Gifted/Talented Students, Guided Reading Workshops, Developed Teacher and Administrative Portfolio, Differentiation in the Classroom, New Teacher Mentor, Wilson Language Training

## ADMINISTRATION

Practicum, K-8: November 2003-May 2004.

- Completed DDL and Evaluator Training
- Worked with Middle School Budget
- Helped develop the Middle School and Elementary Specials Schedules
- Attended student 504 Meetings
- Developed new student handbook and parent handbook
- Developed teacher handbook
- Supervised co-curricular and extra-curricular activities
- Attended SAI Conference
- Participated in several committees
  - Specials Committee, Chaired
  - Perry Elementary Leadership Team
  - Investment 20 Program
  - District Evaluation Committee
  - District Technology Committee
  - Fluency Expert Group, Chaired
  - Portfolio Facilitator, Teachers Group

## CAREER HIGHLIGHTS

### PERRY COMMUNITY SCHOOL, PERRY, IOWA 50220

Elementary Art Instructor, K-5: August 2002-2005  
Elementary Art Instructor, K-6: August 2000-2002  
Elementary Art Instructor, K-6 and District Substitute, K-12: January-June 2000  
Elementary Math Instructor, 6<sup>th</sup> Grade: August 1998-June 1999  
Elementary Instructor, 5<sup>th</sup> Grade: August 1992-June 1998  
Middle School and Elementary Art Instructor K-8: August 1988-June 1992

- Tutored 2<sup>nd</sup> and 4<sup>th</sup> grade students in Reading and Math
- Developed units in Art to include multiple curricular areas, Reading/Lang PI's and the eight teacher standards
- Wrote a grant for technology in the Art room and received digital camera, color printer, and computer
- Developed digital camera unit for all Art students
- SiPS Trainer for staff
- Incorporated multiple intelligences and learning styles into daily lessons

- 1995 Clinical Site Commission Panel member and presenter ATE National Conference Detroit, MI
- 1994 Presenter: ATE National Conference, Los Angeles, CA, *Promoting, Appreciating, and Accepting Diverse Perspectives through Global Oriented Learning Experiences*
- 1993 Presenter: ATE National Conference, Orlando, FL, *Appreciating Diversity through Global Infusion in the Elementary Curriculum*
- 1992-1994 Charter member elementary representative of the Des Moines Schools Coalition "A New Chapter in Education"
- 1991 Presenter: ATE national Conference, New Orleans, LA, *Research Findings on Teacher's Perceptions of Global Education. A Needs Assessment for In-Service Training*
- 1988-1990 Deans Advisory Council, College of Education, Iowa State University
- 1989-1990 Member of the Area Education Agency Long-Range Strategic Planning Committee
- 1987 Presenter: ATE National Conference, Houston, TX, Distinguished Program in Teacher Education Finalist.

## Professional Development

### IDM Training

- Assessing Student Performance I and II, Bena Kallick
- Backwards Design, Jay McTighe and Grant Wiggins
- Curriculum Mapping I and II, Heidi Hayes Jacobs
- Facilitating Adaptive Learning Organizations, Benna Kallick
- Managing the Multiage Classroom, Cummings
- Creating Multiage Classrooms, Marlene Dergousoff
- Academy: Intergrating Curriculum in the Elementary, Michelle Hughes
- Advanced Facilitator Training, Art Costa
- Administrative Intervention
- Authentic leadership
- Effective Schools
- Cognitive Coaching, Art Costa

### Certification in Brain Research in Education:

- Training on Mind, Memory, and Learning-Translating Brain Research, Pat Wolfe
- Training of Trainers: Advanced Brain-Based Research, Pat Wolfe
- Trainers II, Pat Wolfe
- How the Brain Learns, David Sousa
- Brain Advanced III, Pat Wolfe
- Brain Based Advanced "Brainy Bunch" Training, Pat Wolfe's referrals for nation-wide presenters

- Differentiated curriculum to meet the needs of all students
- Collaborated with Special Education teachers to meet the needs of students with 504/IEPs
- Coordinated Humanities Fundraiser for 5<sup>th</sup> grade Science
- Mentored new teachers to the district
- Supervised student teachers
- Developed and implemented SMART goals
- Facilitator for teacher portfolio group
- Facilitator for fluency expert group
- Committees
  - District Technology Committee
  - Building Improvement Team
  - Chairperson for Specials Committee
  - Home and School Committee
  - Leadership Team
  - Technology Committee

### CLARION-GOLDFIELD COMMUNITY SCHOOL, CLARION, IOWA

Middle School and Elementary Art Instructor, K-8: August 1981-June 1988  
 Middle School and Elementary TAG Instructor, 2-8: August 1983- June 1988

- Developed the Talented and Gifted program
- Created a school newspaper with the Talented and Gifted students
- Displayed students art projects around the community
- Judged numerous art shows
- Spoke to numerous community groups about the Talented and Gifted program.
- Committees
  - AEA Curriculum Advisory Board
  - Instructional Professional Development Committee
  - Chapter 11 Fund Committee
  - School Wide Planning Committee

#### Coaching, 1985-1994

Perry Community School District, 1988-1994, Women's Basketball; 1988-1992; Volleyball, 1990-1994.  
 Clarion-Goldfield Community School District, 1985-1988, Women's Basketball, 1985-1988.

### COMMUNITY RELATIONS/ORGANIZATIONS

Awarded Upsilon State Scholarship, Blank Children's Cancer Center Little Red Wagon Award, Star Donor, Speaker: Federated Women's Club, AAUW Sports Banquets, Delta Kappa Gamma, In serviced: Faculty and TAG program, Fluency, Parent/Teacher Conferences, Planned/Coordinated National Education Week Activities for entire school, Grandparents Week, Rain Forest Night, & 5<sup>th</sup> Grade Reading Night, Facilitator for Fluency Expert Group, Building Improvement Committee, School Wide Planning Committee, Math Bee, Continuous Art Gallery Displays, Chapter 11 Fund Committee, Contest Chair, Numerous Newsletters and Newspaper Articles, AEA Curriculum Advisory Board, National Art Education Association, Delta Kappa Gamma Secretary, Public Relations Chair, & Grant-in-Aid Facilitator, Iowa Conservation Association, Instructional Professional Development Committee, Merit Badge Counselor/Boy Scouts, Home and School Committee, 4-H Fun Day, Central Iowa Area Awards 4-H Reviewing Committee, & 4-H Silent Auction Committee, Sixth Grade Outdoor Day, Blank Children's Hospital and Clinic, Des Moines Art Festival-UNI, Iowa State Fair-UNI, Field Trip Chaperone, Out Reach Committee, Invest 20 Program, Perry Booster Board

Dr. Kandy McCauley, Superintendent  
Perry Community School District  
1219 Warford  
Perry, Iowa 50220  
5-465-4656 (Work)  
5-465-2969 (Home)

Mrs. Susan Wilson, Associate Principal  
Perry Elementary School  
1600 8<sup>th</sup> Street  
Perry, Iowa 50220  
515-465-5656 (Work)  
515-275-3146 (Home)

Dr. Kim Thuente, Supervisor of Curriculum & Instruction  
Heartland AEA II  
6500 Corporate Drive  
Johnston, Iowa 50131  
515-270-9030 ext. 4372 (Work)

Mr. Clark Wicks, Principal  
Perry Elementary School  
1600 8<sup>th</sup> Street  
Perry, Iowa 50220  
515-465-5656 (Work)  
515-465-4383 (Home)

John DellaVedova, Iowa Assist. Coordinator  
Viterbo University  
4949 Westown Parkway, Suite 160  
West Des Moines, Iowa 50266  
515-224-4811 (Work)

Dr. Earl Bridgewater, Iowa Coordinator  
Viterbo University  
4949 Westown Parkway, Suite 160  
West Des Moines, Iowa 50266  
515-224-4811 (Work)

## **Appendix 11**

### **Policies**

# Viterbo University Policy on Alcohol, Tobacco, and Other Drugs

## Policy Introduction

Viterbo University is committed to providing a safe and healthy learning environment free of illicit drugs and the unlawful use or abuse of alcohol. The university recognizes that the use or consumption of alcohol, tobacco, and other drugs can adversely impact academic achievement, personal development, health, and safety. Individuals who violate university policy, local, state, or federal regulations are subject to arrest and/or disciplinary sanctions including, but not limited to, required assessment, treatment, restrictions, or expulsion.

## Policies on Alcohol, Tobacco, and Other Drugs

### Policy on Alcohol and Other Drugs

The *Viterbo University Code of Student Conduct* includes the following as proscribed (prohibited) behaviors:

1. Public intoxication or use, possession, manufacturing, or distribution of alcoholic beverages except as expressly permitted by the law and university regulations.
2. Illegal use, possession, or distribution of alcohol to any person under age 21.
3. Use, possession, sale, manufacture, or distribution of marijuana, heroin, narcotics, or other controlled substances, except as expressly permitted by law.
4. Use, sale, advertising, or distribution of tobacco products in university facilities, on university grounds, at university-sponsored events, and in university vehicles except in outdoor areas designated by signage and ashtrays.
5. Any person found in violation of these policies will have alcohol and/or drugs plus any related paraphernalia confiscated. Such confiscated items will NOT be returned.
6. Violation of any federal, state, or local law.
7. When off-campus incidents come to the attention of university officials, the officials may follow up with disciplinary action. This may occur following parties, study abroad, travel for university-sponsored events, team travel, etc.

These stipulations are also university policy:

1. Individuals and groups are responsible for and will be held accountable for their choices and behaviors related to alcohol and other drugs. If an individual or group exhibits alcohol and/or drug intoxication and unruly behavior, the individual and/or group may be sanctioned for both the intoxication and the disruptive behavior.
2. Alcohol is permitted only in residence hall rooms when all room occupants and all individuals present in the unit are 21 years of age or older.

3. Serving alcohol to an individual who has not reached 21 years of age is prohibited on Viterbo property and at university-sponsored events.
4. Alcohol, controlled substances, and/or related paraphernalia are not permitted in the corridors, stairwells, or floor lounges of any campus facility.
5. Alcohol, controlled substances, and/or related paraphernalia are not permitted in these facilities: Bonaventure Hall, Marian Hall, the Hawk's Nest, or the Student Union.
6. All occupants of a residence hall room or apartment are subject to disciplinary action if a guest or someone in the unit is violating alcohol, tobacco, and other drug policies.
7. Student athletes are responsible for adherence to policy outlined in the *Code of Student Conduct*; the *Viterbo University Policy on Alcohol, Tobacco, and Other Drugs*; local, state, and federal regulations; and standards imposed by the coach.
  - a. In addition, all Viterbo student athletes regardless of age are required:  
To refrain from the consumption of alcoholic beverages for 48 hours prior to any university-sponsored competitive event.
  - b. To report their own on- and off-campus alcohol or drug violations to the team coach and the director of athletics.
8. Typically, these sanctions are imposed by the team coach and the director of athletics in addition to the sanctions imposed by university personnel responsible for the enforcement of the *Code of Student Conduct*. These sanctions may carry forward to the following year:
  - . First violation – Suspended 10 percent of team's NAIA allowable contests or dates.
    - a. Second violation – Suspended an additional 20 percent of team's NAIA allowable contests or dates.
    - b. Third violation – Suspended one calendar year of athletics competition.
    - c. Fourth violation – Permanently suspended from all further athletic participation at Viterbo University.
9. The possession or use of alcohol paraphernalia, tobacco paraphernalia, or drug paraphernalia is prohibited in campus housing. For the purpose of this policy, paraphernalia is defined as items typically used to dispense or ingest alcohol, tobacco, or illegal drugs (i.e., bongos/funnels, hookahs, kegs, roach clips, shot glasses, etc.).
10. On-campus advertisements that indicate alcohol as the primary focus of an event are not permitted.
11. The service and/or sale of alcoholic beverages is not permitted on university premises or at university-sponsored functions during the working day from 8 a.m.–5 p.m.
12. University employees may not store alcohol in offices or use alcoholic beverages on university property. Use of alcoholic beverages is prohibited except at university-sponsored events approved by the president.
13. Alcoholic beverages are not permitted at student, club, or team events occurring on or off campus unless approved by the vice president for student development. Recognized student organizations, teams, etc., must apply to the vice president for student development for service of alcoholic beverages. The service of alcoholic beverages may be approved by the vice president for student development when:
  - Alcohol is not the main focus of the event.
  - The event is deemed consistent with the mission of the university and applicable laws and policies.
  - Service of alcoholic beverages will not jeopardize health and safety.
  - It can be shown in advance of the event that the majority of the students in attendance will be 21 years of age or older. Applications must be made to the vice president for student development and must be submitted at least 10 days in advance of the activity.

Student groups approved by the vice president for student development to serve alcoholic beverages must adhere to local, state, and federal laws. The local, state, and federal regulations related to alcohol and drugs include, but are not limited to, the following:

1. It is unlawful for persons under 21 years of age to possess, purchase, attempt to purchase, or consume an alcoholic beverage, except in special circumstances or when accompanied by a parent, spouse, or guardian of legal drinking age.
2. The misrepresentation of one's age for the purpose of purchasing or consuming alcoholic beverages or for the purpose of entering a licensed premise is forbidden.
3. It is unlawful to operate a motor vehicle when impaired by alcohol or other drugs.
4. The law prohibits the knowing, intentional, and unauthorized possession, furnishing, manufacture, and trafficking of scheduled controlled substances, such as cocaine, marijuana, LSD, heroin, and steroids.
5. Without a liquor license, it is unlawful to sell or accept payment for alcohol.
6. It is unlawful to sell alcohol to an intoxicated person.
7. It is illegal for an underage person to be in a bar or on licensed premises except when the underage person is a resident or employee during work hours at such premises or when the licensed activity is supplemental to the principle business.

### **Tobacco Policy**

Viterbo University works to help ensure a healthy campus environment by prohibiting the use, sale, advertisement, and distribution of tobacco products in university facilities, on university grounds, at university-sponsored events, and in university vehicles. The use of tobacco products is restricted to smoking which is permitted only in designated outdoor areas on campus.

Effective July 1, 2008, smoking on Viterbo University property will be further restricted to these outdoor areas:

1. Area designated by signage between the Fine Arts Center and Brophy Nursing Center.
2. Area designated by signage outside the Student Union on the ground level near the southwest corner of Franciscan Way and Market Street.
3. V-Hawk Outdoor Athletics Complex – east side of the parking lot near lot extension.

This policy is primarily peer enforced. Campus community members are asked to tactfully remind others to smoke only in designated areas. Persons violating this policy may be subject to disciplinary action. Students and employees who would like to quit smoking should contact health services for guidance, nicotine patches, or smoking cessation kits.

### **Medical Emergencies**

Alcohol and drug consumption can result in a medical emergency. Students and staff should request help with such an emergency immediately by visiting a hospital emergency room or by contacting 911, campus security, health services, or a member of the residence life staff .

### **Good Samaritan Guidelines**

Each member of the campus community is encouraged to immediately seek help from a resident assistant, campus security, or a local hospital emergency room for students whose health and well-being may be at risk due to consumption of alcohol and/or drugs. Helping a student in need will always be viewed favorably in any follow up to an incident, including those incidents where

the “Good Samaritan” and/or person in need of emergency assistance may have violated university policy.

### **Self Help Guidelines**

When a student recognizes that she or he has difficulty with substance abuse and agrees to voluntary withdrawal to participate in a comprehensive substance abuse treatment program at his or her own expense, penalties incurred for disruptive behavior resulting from the use of alcohol or a controlled substance may be waived.

### **Sanctions**

**Viterbo University Sanctions:** Disciplinary sanctions for violation of university regulations may include warning, disciplinary probation, discretionary or educational assignments, fines, parental notification, referrals, restitution, restrictions or loss of privileges, residence unit suspension, residence unit expulsion, temporary suspension, suspension from the university, or expulsion from the university. Under federal law, the university may notify the parents of alcohol and drug violations if the student is under the age of 21 at the time of notification. While the sanction(s) imposed depend upon the severity of the offense and the history of offenses (if any), disciplinary measures typically follow this pattern:

1. First offense – \$75 fine and a mandatory education program. Parental notification for students under the age of 21 is possible.
2. Second offense – \$150 fine; discretionary assignment; payment for, completion of, and compliance with a chemical dependency assessment; and/or candidate for residence unit expulsion. Parents may be notified if a student has not yet reached 21 years of age.
3. Third offense – \$225 fine; discretionary assignment; payment for, completion of, and compliance with a chemical dependency assessment; and/or candidate for residence unit expulsion. Parents may be notified if a student has not yet reached 21 years of age.

### **Community Sanctions**

Viterbo students are subject to sanctions imposed by the officials in their local and/or home communities as well as those imposed by the university. Fines typically imposed on those found to be drinking alcoholic beverages under the age of 21 are shown below. Sanctions usually involve payment for and the completion of an alcohol assessment in addition to the prescribed fines.

#### **Underage Possession or Consumption**

First offense	Second offense	Third offense	Fourth offense	Fifth offense
\$227 fine	\$384.50 fine	\$542 fine	\$668	\$794

#### **Underage Attempt or Procurement, Attempt or Entering a Tavern**

First offense	Second offense	Third offense	Fourth offense	Fifth offense
\$227 fine	\$384.50 fine	\$542 fine	\$668 fine	\$794 fine

## **Other Penalties**

- False identification: \$227 fine  
Public alcohol consumption: \$101 fine
- Disorderly conduct: \$164 fine
- Selling alcohol to a minor: \$290 fine
- Public intoxication:  
First offense – warning  
Second offense – citation, \$227 fine, and possible assessment  
Third offense – \$542
- Selling alcohol without license: \$1,613 fine
- First offense operating motor vehicle while intoxicated: \$718 fine and six month revocation plus \$400 assessment
- Illegal alcohol service from an un-registered keg in the city of La Crosse: \$1,298 fine

The Uniform Controlled Substances Act, Chapter 961, of the Wisconsin Statutes regulates controlled substances and details the penalties for violations. An individual convicted for first-time possession of a controlled substance may receive a sentence of up to \$5,000 and one year in prison. A person convicted for manufacturing, delivering, or possessing a controlled substance with the intent to manufacture or deliver may be imprisoned for up to 30 years and be fined up to \$100,000.

## **Federal Legal Sanctions**

Federal Legal Sanctions for other drug violations include imprisonment for up to six (6) years for possession of a small amount including less than 250 grams of marijuana. Possession of more than five (5) grams of cocaine with the intent to deliver may result in the penalty of 10 to 16 years imprisonment. A life sentence may be the result of conviction of possession of a controlled substance that results in bodily injury or death. Other sanctions for possession of a controlled substance include fines up to \$250,000, forfeiture of property, confiscation of property, community service, denial of federal benefits including student loans and financial aid, fines, imprisonment, mandatory assessment, suspension of driver's license, and/or probation. The severity of the disciplinary action depends upon the amount and type of controlled substance, the number of previous offenses, and the site and nature of the criminal activity.

## **Drug-Free Workplace Policy Statement**

Viterbo University is committed to maintaining a drug-free workplace in compliance with applicable state and federal laws. The unlawful possession, use, distribution, dispensation, sale, or manufacture of controlled substances is prohibited on university premises and at university work sites. Use of alcoholic beverages at university events is prohibited except when approved by the President.

Employee violation of this policy may be cause for action including, but not limited to, referral to appropriate agency or agencies for evaluation and to determine the appropriate treatment or rehabilitation, participation in a drug rehabilitation program, separation from university duty, termination of employment, and/or referral for prosecution. Participation in a treatment program will not affect future employment or career advancement, nor will participation protect employees from disciplinary action for substandard job performance.

Students who violate this policy will be governed by the university's *Code of Student Conduct* and subject to disciplinary action up to and including suspension, expulsion, and referral for prosecution.

Under the requirements of the Drug Free Workplace Act of 1988, an employee who is convicted of any criminal drug offense must notify his or her supervisor within five days. When notified of an employee conviction for an offense occurring in the workplace by an employee working on a federal grant or contract, the university will inform the granting or contracting federal agency within 10 days.

## **Resources For Prevention, Treatment, and Assistance**

### **Viterbo University Resources**

*Health Services, 3 Student Development Center, 608-796-3806*

*Counseling Services, 4 Student Development Center, 608-796-3808*

### **Community Resources**

*Confidential 24/7 Crisis and Referral, 211 or 608-775-4344*

*Smoking Quit Line, 1-877-270-7867*

*AA Intergroup Answering Service, 217 7th St. S., La Crosse 608-784-7560*

*Coulee Council on Addictions, 921 West Ave. S., La Crosse 608-784-4177*

*Drop-In Center, 921 West Ave. S., La Crosse 608-784-4177*

*Franciscan Skemp Healthcare – Behavioral Health Services, 212 S. 11th St., La Crosse 608-791-9555*

*Gundersen Lutheran Behavioral Health, 1900 South Ave., La Crosse 608-775-2287, 123 16th Ave. S., Onalaska 608-775-8646*

*La Crescent Counseling Clinic, 33 S. Walnut, La Crescent, Minn. 507-895-6666*

### **Helpful websites**

- [www.alcoholscreening.org](http://www.alcoholscreening.org)
- [www.bacchusgamma.org](http://www.bacchusgamma.org)
- [www.smokefree.gov](http://www.smokefree.gov)
- [www.cancer.org](http://www.cancer.org)
- [www.lungusa.org](http://www.lungusa.org)

## **Health Risks Associated with Use of Drugs and Alcohol**

This is a partial list of drugs and the results of their use. The evidence is clear that alcohol and drugs are harmful to one's health and one's learning environment. Drugs can obstruct learning processes and cause disruption for the user and others. Early diagnosis of and treatment for alcohol and drug abuse is in the best interest of the student and the campus community.

### **Alcohol**

- Is a mind-altering drug because it contains ethanol and the chemical ability to depress the nervous system.

- As a depressant, alcohol affects motor coordination, speech, and vision even at low levels of blood alcohol.
- Great amounts can affect respiration and heart rate. Death may result when blood alcohol exceeds 0.40 percent.
- Prolonged use can lead to alcoholism, malnutrition, cirrhosis, and increased risk of cancer of the esophagus, stomach, pancreas, liver, and heart.

### **Tobacco**

- Smoking is addictive and is the cause of bad breath, yellowed fingers, foul smelling clothing, shortness of breath, and decreased athletic performance.
- Smoking is associated with coronary heart disease, stroke, ulcers, respiratory infections, lung cancer (as well as cancer of the larynx, esophagus, pancreas, stomach, and uterine cervix), bronchitis, emphysema, early menopause, and stillborn and premature children. Tobacco causes 30 percent of all cancer deaths. One in three smokers will die prematurely from tobacco use.
- Exposure to secondhand smoke causes respiratory diseases in children, including pneumonia, asthma exacerbation, and middle ear infections.
- Smokeless tobacco is the cause of addiction to nicotine, bad breath, unhealthy eating habits, stained teeth, inflamed gums, receding gums leading to tooth loss, tooth decay, frequent sores and precancerous patches in the mouth.

### **Marijuana and Hashish**

- Are harmful to health and impair short-term memory and the comprehension of the user.
- Alter the sense of time and reduce the ability to perform tasks requiring concentration and coordination.
- Increases heart rate and appetite. Users risk chronic bronchitis, lung cancer, paranoia, and psychosis.
- Cannabis products are usually inhaled as unfiltered smoke and have more cancer causing agents than tobacco.

### **Methamphetamine – Meth, Crank, Crystal, and Speed**

- Is a powerfully addictive central nervous system stimulant.
- Immediate effects may be agitation or violent behavior, insomnia, decreased appetite, irritability, anxiety, nervousness, convulsions, or heart attack.
- Chronic use can cause paranoia, hallucinations, repetitive behavior, delusions of parasites crawling under skin, psychosis, aggressive behavior, stroke, and death.

### **Cocaine or Crack**

- Stimulate the central nervous system and are extremely and rapidly addictive.
- Can cause physical and psychological dependency that may lead to dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, paranoia, and seizures.
- Can cause death by disturbing the brain's ability to control heart functions and respiration.

## **Ecstasy**

- Is a stimulant and a hallucinogen.
- Side effects include memory or coordination loss, dizziness, fainting, depression, sleep problems, chills or sweating, slurred speech, dehydration, hypertension, loss of control over voluntary body movements, tremors, reduced appetite, kidney failure, heart attack, stroke, seizure, and an increase in body temperature.
- Ecstasy use can be fatal especially when combined with alcohol and other drugs.

## **Hallucinogens – LSD, PCP, Mescaline, Psilocybin, and Peyote**

- Interrupt brain messages that control the intellect and keep instincts in check.
- Because the brain's pain sensors are stopped, hallucinogens may result in self inflicted injury.
- Large doses can cause convulsions, coma, and death.
- Prolonged users report memory and speech difficulties up to a year after use.

## **Inhalants – Gas, Aerosols, Glue, Nitrates, White-Out**

- Use of inhalants is a very high risk activity.
- Permanent brain, liver, and kidney damage; bronchitis; heart arrhythmia; seizures; coma; and death can occur even with the first use.

## **Narcotics**

- Drugs such as morphine, codeine, or heroin, are very addictive. Their use leads to loss of appetite, extreme drowsiness, mental impairment, and slowing of reflexes.
- An overdose of narcotics may lead to convulsions, coma, or death.

## **Steroids**

- Steroids are injected or taken orally. Some common names of steroids are testosterone, nandrolone, and oxymetholone.
- Use of steroids is associated with liver disease, cancer, growth problems, bone fusion, sexual dysfunction, and aggressive behavior.

## **Stimulants and Amphetamines**

- Can have the same effect as cocaine and cause increased heart rate and blood pressure that can result in a stroke or heart failure.
- Symptoms include dizziness, sleeplessness, and anxiety.
- Use can also lead to psychosis, hallucinations, paranoia, and even physical collapse.

## **Application for Service of Alcoholic Beverages at Events Attended by Students**

Alcoholic beverages are not permitted at student, club, or team events occurring on or off campus unless approved by the vice president for student development. Recognized student organizations, teams, etc. must apply to the vice president for student development for service of alcoholic beverages. The service of alcoholic beverages may be approved by the vice president for student development when:

- Alcohol is not the main focus of the event.
- The event is deemed consistent with the mission of the university and applicable laws and policies.
- Service of alcoholic beverages will not jeopardize health and safety.
- It can be shown in advance of the event that the majority of the students in attendance will be 21 years of age or older.
- Applications to the vice president for student development must be submitted at least 10 days in advance of the activity.

Student groups approved by the vice president for student development to serve alcoholic beverages must adhere to university policy and the guidelines stipulated in this policy. Viterbo University assumes no responsibility for liability resulting from an individual or organization in violation of these guidelines, university policies, or other applicable laws.

1. Service of alcoholic beverages at student events may be permitted if:
  - a. The event is deemed to be consistent with the mission of the university and applicable laws and policies.
  - b. Alcohol is not the main focus of the event.
  - c. It can be shown in advance of the event that the majority of the students present at the event will be 21 years of age or older.
2. Service of alcohol at student events (if any) will be authorized by the vice president for student development.
3. The use of funds from student activity fees or the university will not be used to pay for or subsidize alcoholic beverages served at special events for students.
4. The service and/or sale of alcoholic beverages is not permitted on university premises or at university-sponsored functions during the working day from 8 a.m.–5 p.m.
5. Service of alcoholic beverages is limited to a period of no more than three hours during the event.
6. All indoor events will end no later than 2 a.m. Outdoor events will end by 10 p.m., in courtesy to students living on campus and persons living in the adjacent community.
7. A member of the sponsoring organization must meet with the vice president for student development to register the event, file an alcohol service application, and review responsibilities in areas of alcohol services and event management. Failure to do so may result in limits on, postponement, or cancellation of the event.
8. The sponsoring organization shall be responsible for incorporating planned and deliberate strategies to create an environment that provides a comfortable environment for those who choose not to drink alcoholic beverages, prevents underage drinking, discourages intoxication of those who choose to drink, and establishes intervention protocols for guests impaired by alcohol.
9. Non-alcoholic beverages and food of a substantial nature must be served throughout the event

10. A qualified, licensed bartender must provide on-site supervision to all beverage servers. All servers must be 21 years of age or older.
11. The sponsoring organization will schedule and pay for a minimum of one nonstudent, campus security person for every 100 participants anticipated.
  - Scheduling and payment will be made through the physical plant director.
  - Non-student, campus security personnel will hold these responsibilities:
    1. Be present at the door or entry point to the alcohol service area for the duration of the party
    2. Check the identification of every individual entering the alcohol service area.
    3. Ensure that alcoholic beverages are not taken outside of the service area.
    4. Handle disruptive situations or problems occurring in and outside of the event.
    5. Maintain contact with the event chairperson.
    6. Report individuals in violation of the *Code of Student Conduct* and other concerns to the vice president for student development during or within 24 hours of the event.
12. University employees who are not students will serve as monitors for the event. The monitors will not serve alcohol and will be responsible for monitoring the event and reporting concerns to campus security and/or the vice president for student development. They must be secured by the sponsoring organization and approved by the vice president for student development in advance of the event.
13. The minimum charge for alcohol at any special event is to be in parity with pricing at local establishments.
14. Pricing will be by the individual container. Alcoholic beverages will not be provided for a fixed fee that includes unlimited consumption.
15. Serving alcoholic beverages free of charge is not permitted.
16. At events where there will likely be individuals under the age of 21, alcoholic beverages must be consumed in a secure, designated area. The event planners must have an approved system of controlling those entering the designated area to ensure that they are 21 years of age minimum.
  - For indoor events, the designated area must be separated by walls from all other areas.
  - For outdoor events, a substantial partition will be used to separate the area designated for the consumption of alcoholic beverages.
  - The student group sponsoring the event will be responsible for payment for the delivery, rental, and pick up of the equipment and partitions needed.
17. Alcohol consumed at the event must be provided at a designated area. No other alcoholic beverages may be brought into the event.
  - Individuals will be served only one alcoholic beverage at a time.
  - If identification is checked by persons other than those serving alcohol, the event planners must inform those serving alcohol how they will identify those who are of legal age to purchase alcohol.
  - Alcoholic beverages must be denied to all individuals who are visibly intoxicated. The server shall inform all other servers to prevent subsequent provision of alcoholic beverages to the intoxicated individual.
  - Alcoholic beverages will not be used as awards or prizes.
18. Alcohol containers may not be placed or carried in public areas, such as entrances, restrooms, hallways, or lounges.
19. The sponsoring organization will be responsible for the payment of any and all damages.

20. Reporting Procedures: Security personnel, university employees, and event hosts who observe violations to this policy, the alcohol and drug policy or the *Code of Student Conduct* are expected to report the violations to the vice president for student development. University employees or students who become aware of a possible violation after the event are expected to file a report with the vice president for student development.
21. Sanctions: Individuals or student groups violating this or other university policies, local, state, or federal regulations will be subject to sanctions imposed through campus disciplinary procedures and/or local authorities. The vice president for student development or designee may impose sanctions outlined in the *Code of Student Conduct* and/or these actions:
- Discontinue the service of alcoholic beverages at the event.
  - Terminate the event.
  - Contact the appropriate police agency.
  - Remove the organization in violation from approved university club status for a minimum of one year or a maximum of three years.

June 2010

Reinhart Center	Board Room – Seats 102 Commons – Seats 30 127 Large Distance Ed* – Seats 122 130 Medium Distance Ed* -Seats 30 Lobby Outdoor Terrace – Seats 20 around Tables	FAC Scheduling Asst. 608-796-3747
Reinhart Center	137* -Seats 12 138* -Seats 12 141* -Seats 12	Registrar's Office, 608-796-3181
Student Union	The Caf / Dining Hall – Seats 224 around tables	FAC Scheduling Asst. 608-796-3747
Varsity Athletic Center	Lobby Basketball Court	FAC Scheduling Asst. 608-796-3747

### SEXUAL ASSAULT

All Viterbo campus community members are to conduct themselves with honor and character. Viterbo is subject to, abides by, and supports Wisconsin State Statutes and local ordinances regarding criminal sexual contact. Sexual assault is included in the *Code of Student Conduct* as impermissible behavior subject to disciplinary action. Students should be aware that Viterbo is not the only authority to which sexual assault may be reported and that "acts prohibited by the *Code of Student Conduct*, but not committee on university premises, could also be grounds for disciplinary action. Such acts include acts and threats of violence to others..." (*Code of Student Conduct*).

It is necessary to discuss sexual assault as it relates to the campus environment and surrounding community. Knowledge of university policies and state laws is very important. It is also essential that each knows his or her own role in preventing sexual assault. The safety of oneself and one's friends requires everyone's involvement. Sexual offenses including non-consensual intercourse (or rape), non-consensual sexual contact, sexual exploitation and sexual harassment is illegal and violates the standards of acceptable behavior at Viterbo University. All sexual offenses are acts of violence, aggression and coercion, not an expression of sexual intimacy. Students who are sexually assaulted are encouraged to contact the local police department and the university.

**DEFINITION:** The State of Wisconsin recognizes that sexual assaults occur under a variety of circumstances. Sexual assault includes both sexual intercourse and sexual contact.

- **Non-Consensual Sexual Intercourse** (or rape) includes intrusion or penetration however slight into a person's genital or anal openings with any object by an individual upon another individual without consent. Intercourse includes vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue or finger, and oral copulation (mouth to genital contact or genital to mouth contact). This intrusion may be caused by the direct act of the assailant or may occur as a result of an act by a victim who is obeying the assailant's instructions.
- **Non-Consensual Sexual Contact** is any sexual touching (including disrobing or exposure) however slight with any object by an individual upon another individual without consent. Sexual contact without consent is defined as any intentional touching of the intimate parts of a person, either directly or through clothing, by any body part or by any object, if that intentional touching is for the purpose of sexually degrading or humiliating the victim for the sexual arousal or gratification of the assailant, or if the intention contains the elements of actual or attempted battery. Sexual touching is any contact with the breasts, buttocks, groin, or genitals, or touching with any of these body parts, or making a person touch another or himself/herself with or on any of these body parts.

- **Consent** is informed, freely and actively given, using mutually understandable words or overt actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Silence or inaction does not constitute consent. Wisconsin Law defines "consent" as words or overt actions by a person indicating a freely given agreement to have sexual intercourse or sexual contact. People who have a mental illness or deficiency and people who are unconscious for any reason or are physically unable to communicate are assumed to be incapable of consent. (Wisconsin State Statutes 940.255 4a-c).
- **Sexual Misconduct** is when an individual takes non-consensual, unjust, or abusive advantage of another for his/her own advantage or benefit or to advantage or benefit anyone other than the one being exploited and that behavior does not otherwise constitute rape, sexual assault, or sexual harassment. Examples of sexual misconduct include: prostituting another student (e.g., the act or practice of engaging in sex acts for hire), non-consensual video and/or audio recording and/or non-consensual distribution of recorded materials, going beyond the boundaries of by crossing a communicated physical or sexual boundary, engaging in unsolicited acts of voyeurism and knowingly transmitting a sexually-transmitted disease to another student.
- The law makes no reference to the gender of either the victim or assailant. Sexual assault victims of any gender are protected by the law, and assailants of any gender can be prosecuted under the law. (As adapted from Wisconsin State Statutes 940.225) For more information go to the Wisconsin State Statute 940-225 at <http://www.legis.state.wi.us/rsb/states.html>

**SEX UNDER THE INFLUENCE:** Using alcohol or drugs in combination with sexual contact or activity can be dangerous. Unimpaired consent to sexual contact is critically important. Clear communication is frequently hampered by use of alcoholic beverages and/or drugs. Each and every person has the responsibility to make an informed decision before acting on a feeling or desire.

If an individual uses alcohol or other drugs, that person may experience confused thinking and communication. Consenting sex by law recognizes sober, verbal and nonverbal communication, free of threats, intimidation or other coercion. A person under the influence of drugs and/or alcohol may be physically unable to communicate, and may be unable to give consent. Moreover, intoxication is never an excuse for assaulting or raping someone. Having sex with someone you know or should know to be incapacitated is a violation of this policy.

#### **Reporting Options**

Reviewing options for reporting a sexual assault or sexual misconduct and professional support is very important. Still, it can be confusing and overwhelming. This section is written to help provide an understanding of the options. Victims and others considering a report of sexual assault are encouraged to speak with a professional counselor, either on or off campus.

**CONFIDENTIAL REPORTING ON CAMPUS:** Students are encouraged to report assaults, seek professional support and discuss reporting options with designated personnel. These staff members are not required by law to file an official report when a sexual assault is discussed with them and are able legally to maintain complete confidentiality related to the discussion: the Director of Counseling Services and the University Chaplain.

**OFFICIAL REPORT ON CAMPUS:** An official report is documentation of sexual assault or misconduct. Any individual sexually assaulted by a Viterbo University student (on campus, or in a program or activity under Viterbo University jurisdiction), or any Viterbo University student who is assaulted, may report the incident, if she or he so desires, to the Vice President for Student Development. (The Vice President for Student Development may be contacted during weekday, evening and/or weekend hours.) Students may make an official report to the university without pursuing University disciplinary action. The Vice President for Student Development will maintain a confidential record of all official reports whether disciplinary action has been requested by the person filing the report or not.

Students who file a report concerning a sexual assault will be:

- Provided with information and desired referrals related to medical care and professional support.

- Aided in filing the report – names, details, etc. will be listed only as desired.
- Informed of options for campus disciplinary action.
- Informed of options for reporting off-campus.
- Also, if requested by the victim, and if reasonably available, the University will assist the victim in changing his/her academic or living situation after the alleged assault. (Change of living situation typically occurs only if both the person filing the report and the alleged assailant live on-campus and/or if the assault occurred in on-campus housing.)

Incidents in which Viterbo faculty members are accused of violating this policy must be reported to the Academic Vice President for investigation and resolution. Incidents in which Viterbo staff members are accused of violating this policy must be reported to the Human Resources Director or Vice President for Finance and Administration for investigation and resolution.

**OFFICIAL REPORT AND ON-CAMPUS DISCIPLINARY ACTION:** In addition to filing an official report with the university, students may choose to pursue campus disciplinary action in cases where the university has jurisdiction. If the accused is a Viterbo University student, the victim may file an official report to the Vice President for Student Development. When filing the report, the victim will be asked whether he or she is requesting disciplinary action. If requesting disciplinary action, the person filing the report will be informed of the disciplinary process, which is outlined in the *Student Code of Conduct* and found in the student handbook. Student disciplinary procedures are outlined in the *Code of Student Conduct*. Procedural requirements are not as formal as those existing in the civil courts of law. Students should contact the Vice President for Student Development for detailed information regarding the process. In cases of sexual assault and/or sexual misconduct and to ensure fairness, the following procedures apply:

- Both the accused student and the student/person filing the report may be accompanied by a consultant of the student's own choice and at the student's own expense. The consultant may advise the student using written communication, but is not permitted to speak or participate in the conference and may not appear in lieu of the student.
- Both the accused student and the student/person filing the report may submit a written statement and may recommend to the chief student development officer or designee that witnesses attend on their behalf. The university may call witnesses, as well as question those appearing on behalf of the person filing the report and the accused student. In cases where written witness statements will be allowed without the presence of the witnesses, both the accused and accuser will be given the opportunity to review reports.
- During a disciplinary conference or hearing, both the accused student and the student/person filing the report shall be given the opportunity to testify and present evidence. The person filing the report has the right to provide a statement of impact to the adjudicator or university disciplinary committee.
- Both the accused student and student/person filing the report will be notified of the outcome of the disciplinary conference or hearing. If an accused student is found in violation and appeals the outcome, the accuser will be notified of the pending appeal and its final outcome.

Sanctions imposed by the university are wide-ranging and depend upon the degree of severity of the violation. Sanctions may include, but are not limited to reprimand, disciplinary probation, academic suspension or academic expulsion. Additional educational assignments may include participation in workshops, as well as recommended counseling and community service. When sanctions are imposed, consideration will be given to the individual mitigating circumstances as well as aggravating factors, such as past misconduct by the accused student or failure of the accused student to fully comply with previous sanctioned conditions.

Incidents in which Viterbo faculty members are accused of violating this policy must be reported to the Academic Vice President for investigation and resolution. Incidents in which Viterbo staff members are accused of violating this policy must be reported to the Human Resources Director or Vice President for Finance and Administration for investigation and resolution.

**REPORTING AT HOSPITAL EMERGENCY ROOM:** Immediate healthcare is recommended for victims of an assault. Victims should be accompanied to a health care facility of their

choice for medical treatment and collection of evidence. Sexual assaults for which individuals seek medical treatment, must be reported to the appropriate police unit by health care officials. However, victims are not required to file a police report unless the victim is a minor. A sexual assault victim may report the incident any time after the assault. Criminal investigations are more effective with prompt reporting.

**REPORTING AT LOCAL POLICE DEPARTMENT:** Victims of sexual assault should strongly consider reporting the assault. Reporting an assault to the local police department does not require filing criminal charges, but it does align all support systems for the victim. Reporting is most effective soon after the assault, but it may be done at any time.

Reporting the incident to the police quickly is very important. Also, important is preserving physical evidence at the assault scene as well as on the person assaulted. Physical evidence can be critical for criminal charges leading to a successful prosecution.

#### CAMPUS AND COMMUNITY SERVICES AND PROGRAMS FOR VICTIMS OF A SEXUAL ASSAULT

<b>Agency</b>	<b>Phone Number</b>
Franciscan Healthcare Safe Path Domestic Abuse and Sexual Assault Services	608-392-7804 or 1-800-362-5454 ext.7804
Franciscan Healthcare SANE – Sexual Assault Nurse Examiner	608-392-9720 or 1-800-362-5454 ext. 2292
Great Rivers 211 – Information, Referral and Crisis Hotline	Dial 211 or 1-800-362-8255 or 1-866-884-3620
Gundersen Lutheran Sexual Assault Services 24 Hour Crisis Line	608-775-5950
La Crosse Police Non-Emergency Dispatch	608-785-7241
New Horizons Shelter for Battered Women	608-791-2600
Viterbo Campus Safety	608-796-3911
Viterbo Director of Residence Life	608-796-3841
Viterbo Director of Campus Safety – Weekdays	608-796-3913
Viterbo Counseling Services -Weekdays	608-796-3808
Viterbo Health Services -Weekdays	608-796-3806
Viterbo Residence Life Community Coordinator on Call	608-796-3400
Viterbo Vice President for Student Development – Weekdays	608-796-3801

#### **SEXUAL HARASSMENT**

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

##### **Definition of Sexual Harassment**

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

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

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

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

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

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

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

#### **Resolution of Sexual Harassment Complaints**

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

Incidents of a student harassing another student are in violation of the *Code of Student Conduct* and should be reported to the Vice President for Student Development. An investigation of the harassment complaint will be conducted in accordance with the *Code of Student Conduct*.

Any member of the community who believes he or she has been sexually harassed by an employee should, if possible, tell the individual harassing him/her that the behavior is offensive and must stop, and should also report the harassment to the Academic Vice President, Human Resource Director, or the Vice President of Finance and Administration as soon as possible. Any member of the community who becomes aware of a sexual harassment incident by an employee should report the incident to the Academic Vice President, Human Resource Director, or the Vice President of Finance and Administration as soon as possible. Timely reporting of incidents will ensure efficient resolution.

The Academic Vice President, Human Resource Director or the Vice President of Finance and Administration will conduct an investigation of the harassment complaint. The complainant will prepare a written complaint describing the incident as completely as possible, and provide the written complaint to the Academic Vice President, Human Resource Director, or the Vice President of Finance and Administration. To the extent possible, the investigation will remain confidential, considering the complainant's right of privacy, the need to be fair to the respondent by notifying the respondent of the complaint, and the need to gather information regarding the incident. Investigation of the complaint may require the interviewing of members of the university community who may have witnessed the incident, or who may have information regarding the incident, as well as review of relevant data or documents. The investigation will be conducted expeditiously, but in a manner consistent with the complexity and severity of the matter. The Academic Vice President, Human Resource Director or the Vice President of Finance and Administration will maintain a written record of the complaint and resolution process.

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

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

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

### **SOCIAL NETWORKING**

When information of concern from Facebook, My Space, Twitter or other sources comes to the attention of a University official, it may be acted upon. Students are urged not to post private or questionable information about themselves or others on web social networking sites. It is advisable to delete any private or questionable information that has already been posted.

Students using social networking sites should carefully read the terms and conditions set forth by these services. Users should be aware that they are solely responsible for the content of their sites and that neither the networking service nor Viterbo University is responsible for the information that students place on the site. As is indicated in the terms and conditions of the networking services, users should refrain from posting material that may be seen as criminal; harassing; racially, sexually, ethnically or religiously objectionable; defamatory; obscene; invasive of another's privacy; or infringing of copyright.

Materials placed on social networking sites may be subject to the *Viterbo University Code of Student Conduct*. Students using social networking sites should pay particular attention to sections of the Code that address violations of University policy and/or any federal state or local law; "verbal abuse, threats, intimidation, harassment...," "repeated harassing, lewd or obscene communication using electronic or digital devices;" "conduct that is disorderly, lewd or indecent;" and "use of computers to stalk, to view or send hurtful, threatening, abusive or obscene messages and/or images." In addition to University policy, the posting of inappropriate material may subject students to criminal and civil penalties.

### **SOLICITATION POLICY**

Unauthorized solicitors are not permitted on campus. In addition, promoters of credit cards are not allowed on campus. Promotional materials for credit cards, alcohol, drugs or tobacco products may not be distributed nor made available to students on the Viterbo University campus.

### **SPORTS CLUBS 608-796-3120**

The Viterbo Sports Club program is made up of sports club teams and clubs with an active recreational nature. Each sports club is developed, organized and managed by students with guidance from the Recreational Sports staff. Sports clubs provide a setting for the development of athletic skills, student leadership and social outlets. Viterbo sports clubs include the Dance Team, the Rugby Club and the Wakeboard and Water Ski Team.

### **STUDENT ACTIVITIES BOARD 608-796-3807**

The Viterbo Student Activities Board (SAB) is a student-run organization that offers student entertainment and activities including Courtyard Carni, bowling nights, Homecoming activities and movie nights. SAB membership and participation offers campus involvement to help build friendships, communication skills, and leadership skills. Formerly, a committee of the Student Government Association, SAB now holds a special responsibility to coordinate student programs. Interested students should contact the SAB Advisor at 608-796-3807.

**Military Deployment Policy can be found in the graduate catalog at <http://www.viterbo.edu/graduatecatalog.aspx?id=49779>.**

### **Military Deployment**

Viterbo University has set forth the following policy for students serving in a branch of the armed forces and called to active duty, including state activation of a member of the National Guard. This policy also applies to a student who is a spouse of an activated service member (who has a dependent child).

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

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

If the deployment occurs between terms, it is recommended that the student contact the assistant academic vice president to complete a leave of absence form.

## **Appendix 12**

### **Viterbo University Financial Report**

# **Viterbo University, Inc.**

Financial Report

06.30.2011

## Contents

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<b>Independent Auditor's Report</b>	<b>1</b>
<b>Financial Statements</b>	
Statements of financial position	2
Statements of activities	3 - 4
Statements of cash flows	5 - 6
Notes to financial statements	7 - 23

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## Independent Auditor's Report

To the Board of Trustees  
Viterbo University, Inc.  
La Crosse, Wisconsin

We have audited the accompanying statement of financial position of Viterbo University, Inc. as of June 30, 2011, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of Viterbo University, Inc. as of June 30, 2010, were audited by other auditors whose report dated September 20, 2010, expressed an unqualified opinion on those statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the 2011 financial statements referred to above present fairly, in all material respects, the financial position of Viterbo University, Inc. as of June 30, 2011, and the results of its operations and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 7, 2011, on our consideration of Viterbo University, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

A handwritten signature in cursive script that reads "Wipfli LLP".

Wipfli LLP

September 7, 2011  
Eau Claire, Wisconsin

Viterbo University, Inc.

Statements of Financial Position  
June 30, 2011 and 2010

<u>Assets</u>	2011	2010
Cash and cash equivalents	\$ 14,034,412	\$ 12,794,295
Student accounts receivable, less an allowance for doubtful accounts of \$300,000 in 2011 and 2010	1,447,713	2,008,235
Other receivables	683,749	277,516
Prepaid expenses and inventory	725,808	515,670
Contributions receivable, net (Note 2)	9,095,397	9,309,196
Beneficial interest in split-interest agreements	838,018	820,566
Student loans, net (Note 3)	2,549,856	2,774,310
Long-term investments (Note 4)	31,474,661	25,484,534
Property and equipment, net (Notes 5, 6 and 11)	40,458,801	27,642,226
<b>Total assets</b>	<b>\$ 101,308,415</b>	<b>\$ 81,626,548</b>

Liabilities and Net Assets

Liabilities:

Accounts payable	\$ 1,719,553	\$ 1,116,815
Accrued payroll and related taxes	2,909,539	2,786,682
Other accrued liabilities	447,865	516,130
Deposits held in custody for others	607,194	623,919
Deferred revenue (Note 11)	3,723,620	3,888,169
Bonds and note payable (Note 6)	13,737,728	4,620,265
Asset retirement obligation (Note 10)	351,176	351,575
Other liability (Note 11)	1,000,000	1,000,000
U.S. government grants refundable	2,630,952	2,619,549
<b>Total liabilities</b>	<b>27,127,627</b>	<b>17,523,104</b>

Commitments and Contingencies (Notes 9, 10 and 11)

Net Assets (Note 7):

Unrestricted:

Undesignated	26,181,666	22,940,224
Board-designated, endowment	22,373,604	17,297,445
	<u>48,555,270</u>	<u>40,237,669</u>
Temporarily restricted	13,754,873	12,288,585
Permanently restricted	11,870,645	11,577,190
<b>Total net assets</b>	<b>74,180,788</b>	<b>64,103,444</b>
<b>Total liabilities and net assets</b>	<b>\$ 101,308,415</b>	<b>\$ 81,626,548</b>

See Notes to Financial Statements.

Viterbo University, Inc.

Statements of Activities  
Years Ended June 30, 2011 and 2010

	2011	2010
<b>Changes in unrestricted net assets:</b>		
Revenue and gains:		
Gross tuition and student fees	\$ 45,836,693	\$ 45,245,848
Less institutional grants	13,091,387	12,502,851
<b>Net tuition and student fees</b>	<b>32,745,306</b>	<b>32,742,997</b>
Government grants and contracts	640,653	728,619
Private gifts, bequests and support	664,041	560,985
Fine Arts Center	584,543	516,263
Other public services	14,905	121,072
Investment income	534,437	491,715
Net gains (losses) on investments	2,397,158	1,352,169
Other	259,951	269,867
Auxiliary enterprises sales and services	4,392,190	4,480,622
<b>Total unrestricted revenue and gains</b>	<b>42,233,184</b>	<b>41,264,309</b>
Net assets released from restrictions (Note 7)	4,050,265	708,571
<b>Total unrestricted revenue and gains and other support</b>	<b>46,283,449</b>	<b>41,972,880</b>
Expenses and losses:		
Educational and general:		
Instruction	18,390,551	17,412,370
Academic support	2,693,735	2,502,736
Student services	5,193,557	5,103,999
Institutional support	5,779,389	5,630,879
Student aid and scholarships	617,608	538,266
<b>Total educational and general expenses</b>	<b>32,674,840</b>	<b>31,188,250</b>
Auxiliary enterprises	3,548,035	3,322,261
Fine Arts Center	1,731,904	1,579,966
Other public services	11,069	225,369
<b>Total expenses</b>	<b>37,965,848</b>	<b>36,315,846</b>
<b>Increase in unrestricted net assets</b>	<b>\$ 8,317,601</b>	<b>\$ 5,657,034</b>

(Continued)

Viterbo University, Inc.

Statements of Activities (Continued)  
 Years Ended June 30, 2011 and 2010

	2011	2010
Changes in temporarily restricted net assets:		
Private gifts, bequests and support	\$ 3,635,494	\$ 4,685,952
Investment income	309,740	280,286
Net gains (losses) on investments	1,571,319	320,433
Net assets released from restrictions (Note 7)	(4,050,265)	(708,571)
Increase (decrease) in temporarily restricted net assets	<u>1,466,288</u>	<u>4,578,100</u>
Increase in permanently restricted net assets, private gifts, bequests and support	<u>293,455</u>	<u>1,041,610</u>
Increase in net assets	10,077,344	11,276,744
Net assets:		
Beginning	64,103,444	52,826,700
Ending	<u>\$ 74,180,788</u>	<u>\$ 64,103,444</u>

See Notes to Financial Statements.

Viterbo University, Inc.

Statements of Cash Flows  
Years Ended June 30, 2011 and 2010

	2011	2010
<b>Cash Flows from Operating Activities:</b>		
Change in net assets	\$ 10,077,344	\$ 11,276,744
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	1,217,409	1,428,821
(Decrease) increase in asset retirement obligation	(399)	8,300
Amortization of deferred lease revenue	80,466	80,466
Loss (gain) on disposal of property and equipment	13,045	(850)
Contribution of investments	(506,001)	(51,495)
Decrease in student accounts receivable	560,522	138,628
(Increase) in other receivables	(406,233)	(53,614)
Decrease (increase) in contributions receivable and split-interest agreements	196,347	(3,153,904)
(Increase) in prepaid expenses and inventory	(210,138)	(64,103)
(Decrease) increase in accounts payable	(28,577)	191,332
Increase in accrued payroll and related taxes	122,857	154,670
(Decrease) increase in other accrued liabilities	(68,265)	95,912
(Decrease) increase in amounts held in custody for others	(16,725)	79,314
(Decrease) in deferred revenue	(245,015)	(97,508)
Net (gain) on investments	(3,968,476)	(1,672,602)
Investment income restricted for long-term investment	(309,741)	(280,286)
Contributions and split-interest agreements restricted for long-term investment	(4,188,020)	(2,551,667)
<b>Net cash provided by operating activities</b>	<b>2,320,400</b>	<b>5,528,158</b>
<b>Cash Flows from Investing Activities:</b>		
Proceeds from sales of investments	26,966,998	42,339,803
Purchase of investments	(28,482,648)	(45,476,114)
Proceeds from sales of assets	106,859	850
Purchase of property and equipment	(13,522,573)	(1,995,006)
Loans disbursed	(307,287)	(276,923)
Principal collected on loans	531,741	418,833
<b>Net cash (used in) investing activities</b>	<b>(14,706,910)</b>	<b>(4,988,557)</b>
<b>Cash Flows from Financing Activities:</b>		
Investment income restricted for long-term investment	309,741	280,286
Contributions and split-interest agreements restricted for long-term investment	4,188,020	2,551,667
Proceeds from US Government grants	11,403	11,709
Proceeds from issuance of long-term debt	10,000,000	-
Principal payments on long-term debt	(882,537)	(448,965)
<b>Net cash provided by financing activities</b>	<b>\$ 13,626,627</b>	<b>\$ 2,394,697</b>

(Continued)

Viterbo University, Inc.

Statements of Cash Flows (Continued)  
Years Ended June 30, 2011 and 2010

	2011	2010
Net increase in cash and cash equivalents	\$ 1,240,117	\$ 2,934,298
Cash and cash equivalents:		
Beginning	12,794,295	9,859,997
Ending	<u>\$ 14,034,412</u>	<u>\$ 12,794,295</u>
Supplemental Disclosure of Cash Flow Information, Cash payments for interest	\$ 293,319	\$ 133,376
Supplemental Disclosure In Noncash Investing Activity,		
Property and equipment purchases in accounts payable	1,228,897	597,582
Equipment acquired by lease	-	215,520

See Notes to Financial Statements.

Viterbo University, Inc.

Notes to Financial Statements

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**Note 1. Reporting Entity and Significant Accounting Policies**

**Reporting entity:**

Viterbo University, Inc. is a co-educational Catholic University located in LaCrosse, Wisconsin. The University was founded in 1890 and offers undergraduate and graduate degrees in a variety of liberal art, educational and nursing programs. Approximately 3,200 students are enrolled in University programs, with thousands more taking one or more graduate level courses at sites located throughout the Midwest.

**Significant accounting policies:**

Accounting estimates: The preparation of financial statements, in conformity with accounting principles generally accepted in the United States of America (GAAP), requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

General: The University maintains its accounts in accordance with the principles and practices of fund accounting. Fund accounting is the procedure by which resources for various purposes are classified for accounting purposes in accordance with activities or objectives specified by donors.

These financial statements, which are presented on the accrual basis of accounting, have been prepared to focus on the University as a whole and to present balances and transactions according to the existence or absence of donor-imposed restrictions. This has been accomplished by classification of fund balances and transactions into three classes of net assets - permanently restricted, temporarily restricted or unrestricted as follows:

<u>Fund Group</u>	<u>Net Asset Class</u>
Current unrestricted funds	Unrestricted
Current restricted funds	Unrestricted and temporarily restricted
Endowment and similar funds	Unrestricted, temporarily restricted and permanently restricted
Plant funds	Unrestricted
Loan funds	Unrestricted and permanently restricted

Net assets and revenue, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes therein are classified as follows:

- Permanently restricted net assets: Net assets subject to donor-imposed stipulations that they be maintained permanently by the University. Generally, the donors of these assets permit the University to use all or part of the income earned on related investments for general or specific purposes.
- Temporarily restricted net assets: Net assets subject to donor-imposed stipulations that will be met by actions of the University and/or the passage of time.
- Unrestricted net assets: Net assets not subject to donor-imposed stipulations.

Notes to Financial Statements

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**Note 1. Reporting Entity and Significant Accounting Policies (Continued)**

Revenue recognition: Tuition, fees and room and board revenue is recognized in the period the services are provided. Revenue is reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expirations of temporary restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported on the statements of activities as net assets released from restrictions.

Contributions, including unconditional promises to give, are recognized as revenue in the period received. Conditional promises to give are not recognized until they become unconditional, that is when the conditions on which they depend are substantially met. Contributions received with donor-imposed restrictions that are met in the same year as received are reported as unrestricted revenues. Contributions of property and equipment without donor stipulations concerning the use of such long-lived assets are reported as unrestricted revenues. Contributions of cash or other assets to be used to acquire property and equipment without such donor stipulations are reported as temporarily restricted revenues; the restrictions are considered to be released at the time of acquisition of and as construction progresses on such long-lived assets. Gains and investment income received with donor-imposed restrictions are recorded as temporarily restricted revenue and then when the restriction is met, they are released from restriction. Contributions of assets other than cash are recorded at their estimated fair value. Contributions to be received after one year are discounted at an appropriate discount rate commensurate with the risks involved. Amortization of discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the contributions. An allowance for uncollectible contributions receivable is provided based upon management's judgment including such factors as prior collection history, type of contribution, and nature of fund raising activity.

Income and net gains or losses on investments are reported as follows:

- As increases or decreases in permanently restricted net assets, if the terms of the gift or the University's Board interpretation of relevant state law require that they be added to the principal of a permanent endowment fund;
- As increases or decreases in temporarily restricted net assets, if the terms of the gift impose restrictions on the use of the income; and
- As increases or decreases in unrestricted net assets in all other cases.

Institutional grants: Institutional grants are offered by the University to attract and retain students. The University offers institutional grants to students in the form of merit-based scholarships and need-based grants at the University's discretion.

Cash and cash equivalents: Cash and cash equivalents include cash and temporary cash investments with original maturities of less than three months whose use is not limited.

The University had checking account deposits of approximately \$13,900,000 and \$11,863,000 in a major financial institution in excess of the federal depository insurance limits as of June 30, 2011 and 2010, respectively. The University believes the credit risk related to these deposits is minimal.

**Note 1. Reporting Entity and Significant Accounting Policies (Continued)**

Student accounts receivable and student loans receivable: Student accounts receivable are carried at the unpaid balance of the original amount billed to students and student loans receivable are carried at the amount of unpaid principal. Both receivables are less an estimate made for doubtful accounts based on a review of all outstanding amounts. Management determines the allowance for doubtful accounts by identifying troubled accounts and by using historical experience applied to an aging of accounts. Student accounts and loans receivable are written off when deemed uncollectible and student loans receivable may be assigned to the Department of Education. Recoveries of student accounts and loans receivable previously written off are recorded when received. The provision for bad debts charged to expense was \$172,096 and \$216,773, net of recoveries, for the years ended June 30, 2011 and 2010, respectively.

A student account receivable is considered to be past due if any portion of the receivable balance is outstanding for more than 120 days. Interest is charged on student accounts receivable that are outstanding for more than 30 days and is recognized as it is charged.

Interest is charged and recognized on student loans receivable after a student is no longer enrolled in an institution of higher education and after a grace period. Late charges are charged if payments are not paid by the payment due date and are recognized as they are charged. Interest and late fees are added to the revolving loan fund. Students may be granted a deferral, forbearance, or cancellation of their student loan receivable based on eligibility requirements defined by the Department of Education.

Inventory: Inventory is valued at the lower of cost (first-in, first-out method) or market.

Beneficial interest in split-interest agreements: The University has beneficial interests in irrevocable split-interest agreements. Split-interest agreements are recorded at the present value of estimated future cash receipts which is estimated to be the fair value of the assets contributed, based on quoted market prices at year-end, less the present value of any payments expected to be made to other beneficiaries. The present value of payments to be made to other beneficiaries was determined using the discount rate appropriate for each agreement and life expectancies from IRS annuity tables.

The University's split-interest agreements consist of two charitable remainder trusts in which assets held in trust have been irrevocably contributed to the University. The trusts are also required to make payments to other beneficiaries.

Investments: Investments in equity securities with readily determinable fair value and all investments in debt securities are reported at fair value with gains and losses included on the statements of activities. Money market accounts are reported at cost.

Gains and losses on sales of investments are determined by specific-identification method.

Viterbo University, Inc.

Notes to Financial Statements

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**Note 1. Reporting Entity and Significant Accounting Policies (Continued)**

Property and equipment: Property and equipment is stated at cost, if purchased, or at its estimated fair value at the date of donation, if received as a gift.

Depreciation is computed using the straight-line method over the following estimated useful lives:

	<u>Years</u>
Buildings and building improvements	10 - 50
Equipment	7
Library books	10

The University's policy is to capitalize assets in excess of \$5,000.

The University capitalizes interest on the financing of major fixed asset additions in accordance with GAAP. Total interest cost capitalized was \$299,808 and \$0 for the years ended June 30, 2011 and 2010, respectively.

Deposits held in custody for others: The University maintains deposits for various student activities; however, the University's function is limited to bookkeeping only. The amounts are reported in the accompanying statements of financial position as both an asset and liability.

Deferred revenue: Deferred revenue consists of graduation fee deposits, payments in advance on season tickets for the Fine Arts Center, and student tuition and fees related to summer sessions. Deferred revenue also includes the advance lease payment associated with the building contribution. The advance lease payment is amortized over the duration of the agreement (see Note 11).

Conditional asset retirement obligations: The University recognizes the fair value of a liability for legal obligations associated with asset retirements in the period in which it is incurred if a reasonable estimate of the fair value of the obligation can be made. The liability is accreted to its present value each year. Upon settlement of the obligation, any difference between the cost to settle the asset retirement obligation and the liability recorded is recognized as a gain or loss in the statements of activities. The University reviews its estimates annually and adjusts the recorded liability as needed (See Note 10).

U.S. government grants refundable: U.S. government grants received to provide loans to qualified students under the Perkins Loan Program and Nursing Loan Program are ultimately refundable to the federal government upon liquidation of the funds and thus are reflected as a liability on the statements of financial position.

Advertising costs: The University capitalizes the costs of direct-response advertising when incurred and amortizes the cost over the expected period of future benefits which is 12 months. All other advertising costs are expensed as incurred.

The University had advertising costs of \$95,106 and \$67,753 as of June 30, 2011 and 2010, respectively, reported as prepaid expenses in the accompanying statements of financial position. Advertising expense for the years ended June 30, 2011 and 2010 was approximately \$458,000 and \$379,000, respectively.

Fund raising costs: The University expenses fund raising costs as incurred, which were approximately \$968,000 and \$921,000 for the years ended June 30, 2011 and 2010, respectively, and are included in Institutional support on the statements of activities.

**Note 1. Reporting Entity and Significant Accounting Policies (Continued)**

Fair value of financial instruments: The carrying amount of cash and cash equivalents, accounts receivable (student and other), and accounts payable approximates fair value because of the short maturity of these instruments. The carrying amount of contribution receivables and investments in trusts held by others approximates fair value because the present value discount is included in the carrying amount. A reasonable estimate of the fair value of the receivables from students under federal Perkins and Nursing loan programs and U.S. government grants refundable for these student loans could not be made because the receivables are not saleable and can only be assigned to the U.S. government or its designee. The investments in marketable debt and equity securities are carried at fair value based upon quoted market prices. All other investments are stated at fair value based on expected cash flows. The carrying amount of notes and bonds payable, which carry current interest rates, approximates fair value.

Income tax status: The University is exempt from federal income taxes under Internal Revenue Code Section 501(c)(3). It is also exempt from state income tax.

Uncertain tax positions: The University files a Form 990 (Return of Organization Exempt from Income Tax) annually. When these returns are filed, it is highly certain that some positions taken would be sustained upon examination by the taxing authorities, while others are subject to uncertainty about the merits of the tax position taken or the amount of the position that would ultimately be sustained. Examples of tax positions common to universities include such matters as the following: the tax exempt status of each entity and various positions relative to potential sources of unrelated business taxable income (UBIT). UBIT is reported on Form 990-T, as appropriate. The benefit of tax position is recognized in the financial statements in the period during which, based on all available evidence, management believes that it is more likely than not that the position will be sustained upon examination, including the resolution of appeals or litigation processes, if any.

Tax positions are not offset or aggregated with other positions. Tax positions that meet the "more likely than not" recognition threshold are measured as the largest amount of tax benefit that is more than 50% likely to be realized on settlement with the applicable taxing authority. The portion of the benefits associated with tax positions taken that exceeds the amount measured as described above is reflected as a liability for uncertain tax benefits in the accompanying statements of financial position along with any associated interest and penalties that would be payable to the taxing authorities upon examination. As of June 30, 2011 and 2010, there were no uncertain tax benefits identified and recorded as a liability.

Forms 990 and 990-T filed by the University are subject to examination by the Internal Revenue Service (IRS) up to three years from the extended due date of each return. Forms 990 and 990-T filed by the University are no longer subject to examination for the fiscal years ended June 30, 2007 and prior.

Subsequent events: The University has considered subsequent events through September 7, 2011, the date of issuance, in preparing the financial statements and notes thereto.

Viterbo University, Inc.

Notes to Financial Statements

**Note 2. Contributions Receivable, Net**

Contributions receivable as of June 30, 2011 and 2010 are summarized as follows:

	2011	2010
Due in one year or less	\$ 2,226,819	\$ 1,707,818
Due in one through five years	6,104,249	6,734,219
Thereafter	2,037,815	2,328,923
	<u>10,368,883</u>	<u>10,770,960</u>
Less discount	1,273,486	1,461,764
	<u>\$ 9,095,397</u>	<u>\$ 9,309,196</u>

The above contributions receivable include related party receivables of \$6,647,550 and \$6,818,898 as of June 30, 2011 and 2010, respectively.

**Note 3. Student Loans, Net**

Net student loans outstanding, by program, as of June 30, 2011 and 2010 are summarized as follows:

	2011	2010
Perkins Loans	\$ 2,058,683	\$ 2,228,490
Nursing Student Loans	791,173	845,820
Totals	<u>2,849,856</u>	<u>3,074,310</u>
Less allowance for uncollectible loans	300,000	300,000
	<u>\$ 2,549,856</u>	<u>\$ 2,774,310</u>

**Note 4. Long-Term Investments**

Long-term investments as of June 30, 2011 and 2010 are summarized as follows:

	2011	2010
Money market	\$ 1,916,949	\$ 662,291
Common stocks, marketable	20,357,220	16,343,180
Bonds and government securities	9,131,104	8,413,712
Mutual funds	69,388	65,351
	<u>\$ 31,474,661</u>	<u>\$ 25,484,534</u>

The investments are exposed to various risks such as interest rate, market and credit. Due to the level of risk associated with such investments and the level of uncertainty related to changes in the value of such investments, it is at least reasonably possible that changes in values of investments in the near term could materially affect investment balances and the amounts reported in the financial statements.

Viterbo University, Inc.

Notes to Financial Statements

**Note 5. Property and Equipment, Net**

Property and equipment as of June 30, 2011 and 2010 is comprised of the following:

	2011	2010
Land and land improvements	\$ 3,845,204	\$ 3,953,753
Buildings and building improvements	39,263,077	38,350,593
Equipment	10,502,467	10,718,060
Library books	388,309	388,309
Construction in progress	14,281,341	1,283,164
	<u>68,280,398</u>	<u>54,693,879</u>
Accumulated depreciation	27,821,597	27,051,653
	<u>\$ 40,458,801</u>	<u>\$ 27,642,226</u>

The University has a contract with a construction company for construction of the new Nursing Center for a total of \$12,122,500, of which approximately \$733,360 is payable as of June 30, 2011.

**Note 6. Pledged Assets and Outstanding Debt**

The University has the following indebtedness as of June 30, 2011 and 2010:

	Principal Outstanding	
	2011	2010
<b>Bonds payable:</b>		
Wisconsin Health and Education Facilities Authority revenue bonds. Due in increasing annual installments through February 2017. Interest is due monthly with a fixed rate (4.2% to 6% based on maturity). (A)	\$ 1,260,000	\$ 1,430,000
Wisconsin Health and Education Facilities Authority revenue bonds. Due on demand, if no demand is made, due in annual installments of \$250,000 through May 2022. Interest is due monthly with a variable rate (effective rate as of June 30, 2011 .46%). (B)	2,750,000	3,000,000
Wisconsin Health and Education Facilities Authority revenue bonds. Due in increasing semi annual installments through August 2020. Interest is due monthly with a fixed rate of 3.36%. (C)	9,580,060	-
<b>Total bonds payable</b>	<u>13,590,060</u>	<u>4,430,000</u>
<b>Lease/Note payable:</b>		
EO Johnson, interest rate of 9.9%. Due in monthly installments through June 2014	141,792	180,472
GMAC, with a stated interest rate of 0%, with final installment due in December 2012, the note payable is collateralized by a Pontiac G6 with a net book value of \$8,394 as of June 30, 2011.	5,876	9,793
<b>Total leases/notes payable</b>	<u>147,668</u>	<u>190,265</u>
<b>Total bonds and leases/notes payable</b>	<u>\$ 13,737,728</u>	<u>\$ 4,620,265</u>

Viterbo University, Inc.

Notes to Financial Statements

- (A) The WHEFA revenue bonds are collateralized by a letter of credit from U.S. Bank in the amount of \$1,311,959 which expires February 2012. The annual fee for the letter of credit is .50% of the balance due each June. The letter of credit is collateralized by a mortgage on the Rose Terrace building and the Athletic Complex which has a depreciated cost of \$2,150,461 as of June 30, 2011. The letter of credit agreement contains various restrictive covenants, including maintenance of minimum ratios of total liabilities to net assets and debt service coverage.
- (B) The WHEFA revenue bonds are collateralized by a letter of credit from U.S. Bank in the amount of \$2,774,063 which expires May 2012. The annual fee for the letter of credit is .50% of the balance due each June. The letter of credit is collateralized by a mortgage on the Center for Ethics, Science and Technology which has a depreciated cost of \$9,716,681 as of June 30, 2011. The letter of credit agreement contains various restrictive covenants, including maintenance of minimum ratios of total liabilities to net assets and debt service coverage. WHEFA retains the right to request full payment of the debt at any time.
- (C) The WHEFA revenue bonds are collateralized by a mortgage on the School of Nursing which has a depreciated cost of \$12,264,764 as of June 30, 2011. The letter of credit agreement contains various restrictive covenants, including maintenance of minimum ratios of total liabilities to net assets and debt service coverage.

Approximate annual maturities of the long-term debt are as follows:

Year ending June 30:	
2012	\$ 3,846,621
2013	1,138,150
2014	1,187,789
2015	1,177,775
2016	1,225,853
Thereafter	5,161,540
	<u>\$ 13,737,728</u>

Interest expense for the years ended June 30, 2011 and 2010 was \$114,284 and \$129,264, respectively.

**Note 7. Net Assets**

Temporarily restricted net assets as of June 30, 2011 and 2010 are available for the following purposes:

	2011	2010
Vision 2005, primarily capital campaign	\$ 1,324,653	\$ 883,712
Scholarships	1,499,301	767,147
Fine Arts Center	158,710	73,204
Mathy Center	118,312	35,780
Nursing Center	8,714,167	8,969,456
Annuity, life income, and similar funds	838,018	820,566
Instruction, academic and institutional support	1,101,712	738,720
	<u>\$ 13,754,873</u>	<u>\$ 12,288,585</u>

Viterbo University, Inc.

Notes to Financial Statements

**Note 7. Net Assets (Continued)**

Permanently restricted net assets as of June 30, 2011 and 2010 consist of the following:

	2011	2010
Investment in perpetuity, income available to support:		
Vision 2005, primarily capital campaign	\$ 1,790,200	\$ 1,790,200
Scholarships	4,966,757	4,827,976
Fine Arts Center	422,431	419,439
Mathy Center	906,147	901,147
Instruction, academic and institutional support	3,785,110	3,638,428
	<u>\$ 11,870,645</u>	<u>\$ 11,577,190</u>

The sources of net assets released from temporary donor restrictions by incurring expenses satisfying the restricted purposes or by occurrence of events specified by the donors for the years ended June 30, 2011 and 2010 were as follows:

	2011	2010
Scholarships	\$ 258,062	\$ 157,505
Property and equipment acquisition	2,952,867	264,812
Instruction, academic and institutional support	839,336	286,254
	<u>\$ 4,050,265</u>	<u>\$ 708,571</u>

The assets were reclassified to:

	2011	2010
Unrestricted net assets for:		
Operations	\$ 1,097,398	\$ 443,759
Capital transactions	2,952,867	264,812
	<u>\$ 4,050,265</u>	<u>\$ 708,571</u>

**Note 8. Pension Plan**

All full-time employees are eligible to participate in individual annuity retirement programs through the Teachers Insurance and Annuity Association. The University makes matching contributions up to a maximum of 5% of the compensation paid to each employee. The University contributions to the plan were approximately \$591,000 and \$557,000 for the years ended June 30, 2011 and 2010, respectively.

**Note 9. Self-Insurance**

The University is self-insured with respect to their health insurance coverage. The University maintains reinsurance that carries a maximum annual claim of \$100,000 per employee covered with an aggregate annual ceiling of approximately \$2,900,000. For the years ended June 30, 2011 and 2010, the amount of health insurance expense, net of stop/loss recoveries received or receivable was \$2,889,430 and \$2,194,252, respectively. The reserve balance to fund claims is \$249,806 and \$446,471 as of June 30, 2011 and 2010, respectively.

Viterbo University, Inc.

Notes to Financial Statements

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**Note 10. Conditional Asset Retirement Obligations**

Under current accounting standards guidance, an entity must accrue for costs related to legal obligations to perform certain activities in connection with the retirement, disposal or abandonment of assets. The obligation to perform the asset retirement activity is not conditional even though the timing or method may be conditional. The fair value of a liability for a legal obligation associated with an asset retirement is required to be recorded in the period in which the obligation is incurred.

Substantially all of the University's conditional asset retirement obligation relates to the estimated cost to remove asbestos from campus facilities. The future value of the asset retirement obligation as of June 30, 2011 is estimated to be approximately \$352,000.

Changes in the accrual for asset retirement obligation during the years ended June 30, 2011 and 2010 is as follows:

	2011	2010
Beginning accrued liability	\$ 351,575	\$ 343,275
Add:		
Reduction in asset retirement obligation	(16,575)	(2,390)
Accretion of asset retirement obligation	16,176	10,690
Ending accrued liability	<u>\$ 351,176</u>	<u>\$ 351,575</u>

**Note 11. Donation of Building**

During the fiscal year ended June 30, 2006 a building valued at \$4,707,592 was contributed to the University by the Boys and Girls Club of Greater LaCrosse. Under the terms of the agreement, the University is required to record a contribution of \$2,353,796, a \$1,000,000 liability due upon the earlier of either a) termination of the agreement or b) 2040, and \$1,353,796 deferred lease revenue which is amortized over the life of the agreement (35 years) and if either party terminates, the unamortized portion at that time is due upon termination.

The Boys and Girls Club of Greater LaCrosse has a lien against the facility in connection with the amounts due from the University under this agreement. The University also agrees not to mortgage or otherwise encumber the facility without prior written consent of the club.

**Note 12. Fair Value Measurements**

The Fair Value Measurements and Disclosures Topic of the FASB Accounting Standards Codification defines fair value, establishes a framework for measuring fair value and requires disclosure of fair value measurements. Effective July 1, 2009, the University adopted the portion of the Topic which requires disclosure of nonfinancial assets and nonfinancial liabilities that are recognized or disclosed at fair value on a nonrecurring basis. The fair value hierarchy set forth in the Topic is as follows:

- Level 1: Quoted prices (unadjusted) for identical assets or liabilities in active markets that the entity has the ability to access as of the measurement date.
- Level 2: Significant other observable inputs other than level 1 prices such as quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; or other inputs that are observable or can be corroborated by observable market data.
- Level 3: Significant unobservable inputs that reflect a reporting entity's own assumptions about the assumptions that market participants would use in pricing an asset or liability, developed based on the best information available in the circumstances.

A financial instrument's categorization within the valuation hierarchy is based upon the lowest level of input that is significant to the fair value measurement.

A description of the valuation methodologies used for assets and liabilities measured at fair value, as well as the general classification of such instruments pursuant to the valuation hierarchy, is set forth below.

Investments: Where quoted prices are available in an active market, securities are classified within level 1 of the valuation hierarchy. Level 1 securities would primarily include exchange traded equities and mutual funds. If quoted market prices are not available, then fair values are estimated by using pricing models, quoted prices of securities with similar characteristics, or discounted cash flow. Level 2 securities would include U.S. agency securities, mortgage-backed agency securities, certain corporate securities and certain mutual funds.

Beneficial interest in split-interest agreements: The value of beneficial interest in split-interest agreements is derived from the underlying investments of the trusts. The value of those investments is determined in the same manner as investments described above. The University owns an interest in the trust and not the underlying investments. The estimated future value of that interest in the trust based on management's estimate of the trusts' expected performance is then present valued back to the date of the financial statements based on life expectancy factors published by the Internal Revenue Service.

Viterbo University, Inc.

Notes to Financial Statements

Note 12. Fair Value Measurements (Continued)

Assets recorded at fair value on a recurring basis:

The following table summarizes assets measured at fair value on a recurring basis as of June 30, 2011 and 2010, segregated by the level of the valuation inputs within the fair value hierarchy utilized to measure fair value:

	Fair Value Measurements as of June 30, 2011 Using			
	Fair Value	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Common stocks and equity mutual funds, marketable:				
Aerospace/defense	\$ 191,660	\$ 191,660	\$ -	\$ -
Basic materials	381,858	381,858	-	-
Chemicals	232,356	232,356	-	-
Commercial services	373,810	373,810	-	-
Consumer discretionary	564,341	564,341	-	-
Consumer staples	818,027	818,027	-	-
Financial services	2,291,165	2,291,165	-	-
Energy	2,155,729	2,155,729	-	-
Electronics	178,105	178,105	-	-
Food	292,785	292,785	-	-
Healthcare	1,851,199	1,851,199	-	-
Industrials	1,601,449	1,601,449	-	-
Insurance	243,415	243,415	-	-
Information Technology	1,971,872	1,971,872	-	-
Mining	166,316	166,316	-	-
Retail	411,644	411,644	-	-
Telecommunications	1,164,701	1,164,701	-	-
Technology	1,022,198	1,022,198	-	-
Transportation	145,275	145,275	-	-
Utilities	527,220	527,220	-	-
Mid cap equity funds	19,767	19,767	-	-
Small cap equity funds	35,805	35,805	-	-
International equity funds	472,714	472,714	-	-
Large cap equity funds	78,755	78,755	-	-
Miscellaneous	935,778	935,778	-	-
	<u>18,127,944</u>	<u>18,127,944</u>	-	-
Bonds and government securities, and other fixed income:				
Money Market	2,770,877	2,770,877	-	-
U.S. government agency securities	707,610	707,610	-	-
Bond mutual funds	8,410,721	8,410,721	-	-
Publicly traded CD	960,359	960,359	-	-
Nonpublicly traded CD	100,000	-	100,000	-
	<u>12,949,567</u>	<u>12,849,567</u>	<u>100,000</u>	-
Other mutual funds:	397,150	397,150	-	-
<b>Total Investments at fair value</b>	<b>\$ 31,474,661</b>	<b>\$ 31,374,661</b>	<b>\$ 100,000</b>	<b>\$ -</b>
Beneficial Interest in split-interest agreement	\$ 838,018	\$ -	\$ -	\$ 838,018

Viterbo University, Inc.

Notes to Financial Statements

**Note 12. Fair Value Measurements (Continued)**

The following tables present additional information about assets measured at fair value on a recurring basis for which the University has utilized level 3 inputs to determine fair value:

	Beneficial Interest in Split-Interest Agreement	
	2011	2010
Balance, beginning	\$ 820,566	\$ 776,474
Total gains or losses realized and unrealized included in change in net assets	30,763	38,401
Change in value of split-interest agreements included in change in net assets	(13,311)	5,691
Balance, ending	<u>\$ 838,018</u>	<u>\$ 820,566</u>
Total gains or losses included in change in net assets attributable to the change in unrealized gains or losses relating to financial instruments still held at fiscal year-end	<u>\$ 30,763</u>	<u>\$ 38,401</u>

Gains and losses on level 3 investments and the change in value of split-interest agreements, both included in change in net assets for the period above, are reported as private gifts, bequests and support, as the amount is not significant.

**Note 13. Endowment Fund and Net Asset Classifications**

The University's Endowment Fund consists of various donor restricted endowment funds and funds designated as endowment (quasi-endowment) by the Board of Trustees as required by GAAP. Net assets associated with endowment funds, including funds designated to function as endowment funds, are classified and reported based on the existence or absence of donor-imposed restrictions.

The University has adopted investment and spending policies for its Endowment Fund. The objective of these policies is to provide the University a predictable funding stream for its programs while protecting the purchasing power of the Endowment Fund. The University, through its investment policy, has established a target (inflation-adjusted) annualized rate of return over the long-term of at least 5%; the total return during any single measurement period may deviate from the long-term return objective. To satisfy its long-term rate-of-return objective, the University expects to maintain appropriate diversification among equity and fixed income allocations. The purpose is to moderate the overall investment risk of the Endowment Fund.

Notes to Financial Statements

**Note 13. Endowment Fund and Net Asset Classifications (Continued)**

The University's Board of Trustees has interpreted the Wisconsin-enacted version of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as allowing the University to appropriate for expenditure or accumulate so much of the Endowment Fund as the University determines is prudent for the uses, benefits, purposes and duration for which the Endowment Fund is established, subject to the intent of the donor as expressed in the gift instrument. Unless stated otherwise in the gift instrument, the assets in an endowment fund shall be donor-restricted assets until appropriated for expenditure by the Board of Trustees. The amount appropriated, the spending policy, is a Board approved percentage applied to the fair value of the endowment fund assets. In cases where the fair value of endowment fund assets fall below the original value of the gifts donated to the permanent endowment, the Board has suspended spending from the endowment. The Board approved spending percentage was 5% for the fiscal years ended June 30, 2011 and 2010; however, the actual amount spent was approximately 1.5%.

Endowment net assets as of June 30, 2011 and 2010 were as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
	<u>2011</u>			
Donor-restricted endowment funds:				
Scholarship support		\$ 995,075	\$ 4,966,757	\$ 5,961,832
Educational activities support		1,307,615	5,571,310	6,878,925
General Institutional support		246,833	1,330,378	1,577,211
Board-designated (quasi) endowment funds:				
Scholarship support	1,315,327			1,315,327
General Institutional support	21,058,277			21,058,277
<b>Total endowment funds</b>	<b>\$ 22,373,604</b>	<b>\$ 2,549,523</b>	<b>\$ 11,868,445</b>	<b>\$ 36,791,572</b>

Viterbo University, Inc.

Notes to Financial Statements

**Note 13. Endowment Fund and Net Asset Classifications (Continued)**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
	Year Ended June 30, 2010			
Endowment net assets, beginning of year	\$ 12,908,204	\$ 500,901	\$ 10,533,380	\$ 23,942,485
Investment return:				
Investment income	405,361	251,093		656,454
Net appreciation (realized and unrealized)	1,347,503	261,123		1,608,626
<b>Total investment return</b>	<b>1,752,864</b>	<b>512,216</b>	-	<b>2,265,080</b>
Contributions			1,041,610	1,041,610
Appropriation of endowment funds for expenditure		(31,803)		(31,803)
Additions to quasi-endowment	2,636,377			2,636,377
<b>Endowment net assets, end of year</b>	<b>\$ 17,297,445</b>	<b>\$ 981,314</b>	<b>\$ 11,574,990</b>	<b>\$ 29,853,749</b>

From time to time, the fair value of endowment funds associated with individual donor-restricted endowment funds may fall below the level that the donor requires the University to retain as a fund of perpetual duration, and such endowments are known as underwater endowments. As of June 30, 2011 \$1,006 of the University's donor restricted endowment funds were underwater and are therefore recorded as unrestricted losses. The University funds these losses through board-designated quasi-endowment funds. As of June 30, 2010 \$249,530 of the University's donor restricted endowment funds was underwater. These deficiencies, which the University believes are temporary, resulted from unfavorable market fluctuations. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

**Note 14. Subsequent Events**

On August 23, 2011, the University entered into a contract with a construction company for construction of a new student residence building for a total of \$7,643,895. Construction is intended to be completed in July 2012.

## **Appendix 13**

### **Graduate Programs for Education Committee Minutes**

**GPE Meeting Minutes**  
**Wednesday, January 19<sup>th</sup> 10am-12pm.**

**Members present:** Chris Valenti, John Della Vedova, Shelly Stoppel, Rhonda Rabbitt, Jim Bagniewski, Bernie Ferry, Lisa Valentini-Lilly, Ruth Badciong, and Betty Pfaff

The meeting was called to order by Rhonda Rabbitt at 10:00 a.m. Betty Pfaff volunteered to take notes and Jim Bagniewski volunteered for the next meeting.

The meeting began with a an **opening ritual question:** *Share the story of someone you know personally that you admire for daring to cross the line and go from good to great?* This was followed by a visioning activity.

The December minutes were approved by Jim Bagniewski and seconded by Bernie Ferry.

**The meeting proceeded with updates on a wide variety of topics:**

The Scholarship Form will be used by all of us. It was decided that one conference presentation a year should be sufficient for a scholarship plan, but that the final decision will be made by Sr. Georgia Christianson.

John Della Vedova provided **new phone numbers for Iowa:**

Iowa Office: 515-224-4811

Shelly Stoppel: 515-309-9123

John Della Vedova: 515-224-0417

Anne Kruse: 515-224-5944

The **tuition rate** for the new Superintendent licensure program will be \$450/ graduate credit.

Jim and Bernie reported on a recent meeting with the **La Crosse Diocese** where they met with local Catholic educators interested in obtaining a principal's license. Prospects were informed if we had a cohort of ten or more we would offer a special cohort for only Catholic educators and have it taught by Catholic principals. The issue of financial hardship led to discussion about a potential 12 credit Catholic Principal's Certificate option.

Rhonda reported that she and Sue Batell attended a recent meeting on **document management**. Viterbo is investigating the possibility of going paperless, but it will likely be two years before implementation.

The **Non-Degree Application** was discussed in-depth. Currently the form requires no application fee and is completed by students not in a program, but wishing to take program coursework.

Rhonda will investigate:

- 1) Is a Non-Degree Application form required for each course taken or just once?

- 2) General MA students can take limitless credits...trigger point is EDUC 601. Can we set a trigger to student that after 6 licensure program credits s/he must be admitted to program for coursework?  
Can a "block" be placed on students in Datatel for this trigger? Student must contact program coordinator for details or removal.
- 3) Can the non-degree recording process simply be a checkbox on the course registration form rather than an application?
- 4) How will students be monitored for acceptance, enrollment, and registration? Can Mary Beth ask "are you a degree/license-seeking student or not" as a distinction during registration?  
(recent experiences of applied students not allowed to register for courses);
- 5) Is there a current limit for other programs of non-degree? Concerns were shared about workload and monitoring of six credit limit. The committee felt that there is need for more details and delayed a vote on a 6 credit limitation until next meeting, or when Rhonda is able to secure more details. Moved by Chris and seconded by John.

A suggestion was made to put Non-Degree and *Non-Licensure* on the same application to decrease paper and to be less repetitive. The committee was in agreement.

Rhonda reported on IT update. The discussion moved to the issue of VitNet/Dataete access and training. IA and WI off-campus have access to DataTel but WI on-campus does not. WI on-campus has VitNet access and IA and WI does not. Rhonda will investigate further and report at next meeting: Key issue is not being able to investigate student registrations within courses (course rosters) and student status (ap-ac).

The new **fee schedule** for next year was discussed, but it is not final yet. \$310/credit is most likely. Fees will be reported out after Jan 31<sup>st</sup> board meeting. *All coordinators* should identify specific programs with respective fees to clarify which GPE has the listed fee.

**BlackBoard tutorial** has been updated and is very helpful for new instructors. Rhonda will send out link. Done.

**WWEC** is coming up soon. *Please contact Rhonda* for your availability to work the GPE booth.

Rhonda is meeting with Barb Dotta on **assessment** updates. Barb most recently worked on a report for Jim and Bernie.

**Course numbers** have been reconfigured recently. Rhonda will continue reassignment of remaining 800-level courses with the registrar.

Summer **adjunct workload** limits reviewed.

**HLC approvals** are needed for new sites. Rhonda and Sue can make requests for changes through Barbara Gayle.

Committee report outs: Rhonda – Faculty Concerns - discussed web updates. Jim – Environmental Sustainability – UWL working on reducing carbon footprint with an action plan for reduction.

- Chris reported that there are two new TV's in Green Bay site.
- Bernie and Jim will look into Elmo use and report back to group.
- Everyone was asked to use Outlook calendar.
- Chris is working on a strategic marketing plan for WI and John is working on the same for IA.

Discussion ensued about having two meetings a month: One for management and one for visioning. Agreement of group to switch to this format.

Next meeting will be **February 17 from 9-11am via Skype to discuss goal setting.**

**March 2** from 10-noon via Skype will be next regular meeting.

On **March 16**, WI will be meeting at the IA office.

Rhonda's final thoughts: Continuous improvement, goal setting, new program ideas,..

Respectfully submitted by Betty Pfaff

**GPE meeting Minutes**  
**2-17-2011**

**Viterbo University Graduate Programs in Education**

**Confirmed: Vision:** A distinct program that promotes *leadership and learning* for today and tomorrow.

**Mission:** To provide ~~adult learners with~~ student-centered learning experiences ~~in ethical practice~~ that foster Franciscan values\* and 21<sup>st</sup> century skills\*\*.

Updated Mission: To provide student-centered learning experiences that foster Franciscan values and 21<sup>st</sup> century skills.

**Franciscan values:** Contemplation, Hospitality, Integrity, Stewardship, Service  
**21<sup>st</sup> century skills:** Communication, Creativity, Problem solving, Team work, Technology

**Summary of Strategic Growth Areas identified in spring 2010:**

**Marketing...**print (in progress), face-to-face (overviews, networking: Jim, Bernie, Betty to develop a plan), website (Chris investigating comparison), improve alumni contact (Rhonda meeting with Kathy D.), media (check w/Pat on Tribune, Jim investigate GPE Facebook, Betty check URLs)

**New Programming...**Cross-categorical (CESA 8), ELL (long-term), Superintendent (after 2012 reauthorization), IA Special Education endorsement (John), Literacy Institute ( Linda/Lisa co-investigate, contact Pat Sowls, etc. for 2012), Ed Admin Licensures: Library Media Specialist (Jim & Bernie), Online programming (Chris: JoAnne B.; Shelly IA consortium), NBPTS (in progress), Diocese (in progress)

**Expansion of Programming...**Post-bac off-site (Middleton), Proseminar format & options: location, credits. Target 2014 as we already recruited for 2012 & 2013.  
**Need to define:** hybrid and clarify expectations of online learning (HLC redefining)

**Service...**tuition management a MUST, Vitnet roster access (Jeff B.), degree audits (summer with Amy), VU email (Tom H.), website (see mktg), Need more coordinator hours (achieved for Lisa, Ruth; need for Shelly)

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Minutes of Graduate Education Committee Meeting  
Wednesday, March 2, 1011

- Minutes were approved from the Feb. 2011 meeting
- Mission &/or Vision Statement Cards or Signs can be obtained by emailing Rhonda
- 1) The following **Attendance Policy** was approved

- Student Policy for **Graduate Catalogue (GPE)** – Class attendance is crucial. When it comes to absenteeism, the program allows little or no flexibility on this issue.

Instructional practices and methodologies include considerable class interaction and collaboration as well as core content instruction. Due to the course format, it is almost impossible to replicate learning opportunities. Consequently, it is the philosophy of the program that students should not be absent.

We realize that emergencies do occur. Instructors will consider the emergency on a case-by-case basis and determine if options are available.

- Faculty Policy for **GPE Adjunct Faculty Handbook** - Class attendance is crucial. When it comes to absenteeism, the program allows little or no flexibility on this issue.

Instructional practices and methodologies include considerable class interaction and collaboration as well as core content instruction. Due to the course format, it is almost impossible to replicate learning opportunities. Consequently, it is the philosophy of the program that students should not be absent.

We realize that emergencies do occur. Instructors will consider the emergency on a case-by-case basis and determine if options are available such as 1) attending the same session at another time; 2) taking a grade reduction; 3) dropping the course or 4) other options.

- 2) **Portfolio Fees** –

- This will start in the summer of 2013. (Rhonda has already spoken with Todd. We will charge the posted fees as currently published.)
  - a. **IA Ed Leadership Portfolio Fee \$100** (Presentation stipend of \$50/two evaluators).
  - b. **WI Post Bac Portfolio Fee of \$75** (Three portfolio submissions, \$25/each review stipend *plus Betty Pfaff completes one review as part of her load.*)

- c. **WI Ed Leadership: Principal, Director of Instruction, Director of Special Education & Pupil Services, School Business Administrator Portfolio Fee of \$50** (\$25/each review stipend as needed in addition to *Jim Bagniewski and Bernie Ferry read as part of load.*)
  - d. **WI Superintendent Practicum Fee \$150 (already on fee statement)**, (part of which includes \$25 review stipend/two reviewers)
  - e. **WI ECE Portfolio Fee of \$50** (\$25/each review stipend plus *Ruth Baciong completes one review as part of her load.*)
  - f. **WI Rdg No Portfolio Fee** because *Lisa and Rhonda complete both reviews as part of their respective loads.*
- 3) **Approved Reading Research Curriculum Change** – name of course change only
  - 4) **Probationary letter** – Rhonda will post models on Blackboard for everyone to review – GPE will review at IA meeting to develop a common template.
    - Need letter to inform student he/she is accepted on probationary terms
    - Need letter to inform student he/she is off probation
    - Rhonda will send an email to go to Bb once posting is available.
    - We will decide on template at our next nuts and bolts meeting in IA.
  - 5) **Faculty workload** has been established based on – consistency and scholarship requirements –see credit maximums on previous email attachment (7-2010). (Note: This is not a new policy but enforcement of the one recorded within the VU Personnel Manual. *Overload teaching should be considered very carefully and done only when necessary to meet the needs of students or carry out the mission of the university. When necessary and approved, overload teaching should not exceed two courses per year or its equivalent.* <http://www.viterbo.edu/uploadedFiles/about/offices/hr/CompleteHandbook.pdf> (p. 412 but actual 81)
  - 6) **UG/GPE Common Core Conversation & Data Retreat**
    - Out Service dates were sent out by B. Gayle – All Faculty
    - Thursday – a.m. Assessment – All Faculty- p.m. – UG & GPE Meeting (Common Core) 1-3 p.m.
    - Friday – Department day & advising
    - Rhonda will try to find a date that work for all – Data Retreat
  - 7) **Program Coordinator access** – Looks Great – Atta Girl Rhonda!
  - 8) **Faculty Scholarship;**
    - The Graduate Education Program is ahead of the other departments on this
    - Coordinators need to know whose plans are accepted and those whose plans are not

- There will be a check-in report to see how scholarship plans are progressing at the three year mark
  - At the five year mark scholarship plans to be completed, submitted, approved and a new five year plan submitted.
- 9) \* On-campus target date fall, 2011 for online course evaluations. Meeting with IT & Grad Council to address GPE issues related to this topic
  - Effective Teaching on Blackboard – March 13<sup>th</sup> – contact Rhonda if interested or Jennifer Sadowski - [jadadowski@viterbo.edu](mailto:jadadowski@viterbo.edu)
  - FCC – still checking
  - The Business Department is moving into Brophy Nursing Building
  - Research Admin Position – a good mix of different candidates – an interview committee has been chosen – final three candidates will present to all of us who wish to attend
  - Sue supported Barb G. & encouraged Deans/Business Office to pursue tuition management for students
  - Dean Batell is our DPI contact – so if you have a question, ask Sue first
  - Get your course materials to bookstore for Fall – **March 18**
  - Check over the Newsletter if any changes let Rhonda know by Thursday.
  - 30 registrants for RTI workshop April 2
  - 15 participants for Research faculty workshop
  - 10) Nominations for Rose Awards are now open – <http://www.viterbo.edu/awards>

Future Agenda Items:

- \*\* Policy for on-site evaluation process.
- \*\* develop a policy on weather related class cancellation

**GPE Meeting Minutes: 3/16/2011 Des Moines Iowa Office**

**Attending:** Rhonda Rabbitt, Jim Bagniewski, Betty Pffaf, Lisa Valentini-Lilly, Chris Valenti, Shelly Stoppel, Ruth Badciong, Anne Kruse, John Della Vedova, Bernie Ferry, Kathleen, and Kathy

**Meeting Minutes:**

-Tour/Snacks: Thanks to our Iowa colleagues for the tour of the Iowa Office and snacks before the meeting (coffee mugs were a nice touch).

-General Introductions: We were able to meet the behind-the-scenes staff of the Iowa Office (Kathy and Kathleen).

-Alumni Computer List: Rhonda indicated that there is an Alumni List of names that we can use to communicate with alumni concerning various topics.

-Pro-Seminar Ice Cream Social: It was decided that we would have an Ice Cream Social on Monday (July 11) from 4-5:30 p.m. for students and their families.

-March 2, 2011 Meeting Minutes: Approved

**Program Updates:**

-Rhonda asked for each person to give an update on their programs:

\*John: Reading is a hot topic in Iowa. Talented and Gifted is a small group along with the Middle School cohort (8-10 in the program). Developing new cohort in Ft. Dodge, and Mac-Valley. The numbers in the Des Moines Metro area are good. John anticipated revenue to be down next year.

\*Lisa: Reading has been busy in Wisconsin (there is a pattern here). The 2014 NCLB benchmarks of 100% students being advanced or proficient in reading is having an impact. Increase in number of principals in the Reading 316 program. Lisa has been receiving calls on the six month timeline for capstone completion.

\*Betty: Next cohort starts in May. Betty has been busy doing credit checks and has been working with Bernie on the DPI RTI Grant Workshop that will be offered on April 2. Betty and Ed just presented at the state Technology Conference on the impact of the Common Core Standards. Betty discussed how the SMART Balance Consortium will assist with developing assessments for the Common Core Standards.

\*Ruth: Discussed the change from Chalk and Wire for student portfolios. She is working on the EC alignment of standards from five to six along with program survey of first and third year students. Cohorts in Green Bay and Middleton are growing with LaCrosse leveling off. Ruth and Shelly are collaborating with each other to assist students in taking EC courses on line through the Iowa program that have conflicts. Note: John also added how some of the Iowa students are taking the Wisconsin Reading Program.

\*Rhonda: She indicated that Master interest is good at this time. Of the (183) faculty contacted about the Scholarly Plan only (42) are approved. Rhonda explained the broad vision of the Scholarly Plan to be an action activity with peer review that enhances continuous improvement. The Scholarly Plans need to be submitted by the end of March. Chris will send a reminder to instructors about the Scholarly Plan after the Blue Book is sent out.

-It was suggested that a formal letter be sent out to remind instructors about the Scholarly Plan.

**-Send mailing labels to Linda for the letter to go out –we will include a self addressed envelope. Rhonda will visit with Linda about this.**

Rhonda discussed her positive experience with the DPI Task Force and plans to attend the ASCD Conference in San Francisco. There are (30) applicants for the Research position with five phone interviews and three campus interviews to determine candidate. NCATE should

be releasing their summary mid April. Rhonda shared the proposal for the Data Assessment Position in the future.

\*Jim/Bernie: Jim and Bernie have completed their site overviews for next year cohorts. Working on the developing a Faculty Handbook along with alternative assessments for courses (project based/ performance base activities. Jim has been exploring Social Network updates for students and faculty with CESA 4. May 19<sup>th</sup> we will have a GPE meeting on the common core standards for the LaCrosse graduate and undergraduate faculty. To date we have five registered candidates for the Superintendent program with over twenty inquires.

\*Chris: Chris has experienced at several overviews that no students attended. She shared that there is a climate of frustration and lack of optimism among teachers she is visiting with. Green Bay teachers have asked if she could verify completion of the program by July 1 in order to qualify for the new contract. Chris has explained to them that a letter could be given to them indicating that they would be completing the program the middle of July. She discussed the impact that contracts will have on teacher's opting out of credits for the PDP process. We discussed the importance of a Tuition Management Plan for Viterbo. It was suggested that the following be done;

**\*Tuition Management Action Plan by the GPE:**

**Collect data on the impact the WI budget plan is having on GPE enrollment. Keep records of the number of calls/e-mails you receive from students considering dropping or delaying their program due to the above. Data related to enrollment changes needs to be collected. (All program coordinators are asked to do this & submit to Rhonda by April 1)**

**Survey Student: Chris will survey students to gather information.**

**Rhonda will present the Tuition Management Proposal to Sue/Barb.**

\*Shelly: She is excited about the future for the EC program in Iowa. Shelly is working with the EC instructors to align the new standards, syllabus and assignments. She will be meeting again in June with instructors to continue alignment work.

**Note: Rhonda would like to be invited to faculty in-service meetings.**

Shelly is on the state On Line Committee and is exploring use of more on line usage in Iowa. She will be discussing on line usage with her instructors in June. **Note: John is working on consistent Policies and Procedures for the AEA and wants to have this completed by July 1.**

\*Anne: She shared that the Iowa pension formula will change in 2012 with the high three years being used. This could be an incentive for teachers to take more courses to advance on the salary schedule. The Iowa Evaluator Course is being offered on line for two credits at a reduced rate compared to the Viterbo Iowa course that is four credits at a higher cost. She will be exploring with students and instructors possible changes. Anne's numbers are up and she is hoping to maintain the numbers.

\*Ruth led us in a song prayer before lunch.

**Lunch Break---Pleasure to have Earl Bridgewater join us for lunch.**

#### **Mission/Vision Update:**

-Betty: Thanks for updating all GPE web site links with the Vision/Mission Statement. Suggestion to share bookmarks frequently.

#### **Marketing:**

\*Chris: Would like to see more GPE advertisement across the state. She suggested that we need to measure impact of ads. **Rhonda will**

**visit with Pat to update the Channel 8 ad** Chris also discussed the grouping of elective courses for teachers who want to focus. She suggested on the GPE web page to feature hot topics. The importance of our programs is dependent on the individual support we give each student.

\*Betty, Jim and Bernie will be working on a marketing plan for Post Bach and Educational Leadership. Betty changing all the homepages with shortened URL's. Facebook is now available on the GPE web page.

\*Jim shared those instructors that are teaching more than 50% on line need a certification. He also shared the boot camp Web 2.0 program with Mary Fitzwater.

\*Ruth "What information can we obtain from the on-line applications regarding where students learned about Viterbo's programs?"

#### **New Programing:**

\*Chris: She is working on a Cross Categorical program with CESA 8. The target date is the spring of 2012. The (21) elective can be used as an emphasis toward their masters. The ELL program is on hold. Chris is working with an on line program out of Ohio.

\*John: He checked on the Special Education certification program but the state wants full time instructors (so place on hold).

\*Anne: Discussed the possibility of a focus on math and science teachers. This may be an issue to explore along with the new national common core standards and a push for more math and science. There may be monies allocated to students who are planning to teach in the math science area. We also discussed the need for physics certification. (In the state of Wisconsin the only school to pick up the certification is UW-River Falls.) The Iowa Office will investigate high interest needs.

\*Lisa: Working with Lynda on the Literacy Institute.

\*Library Media: Placed on hold

\*Shelly: Has developed online coursework via Blackboard program. Shelly is a member of the IA state online consortium.

\*John: He described himself and the program with the term "Mean and Lean". Focusing on TAG/Middle School/ and Educational Leadership with less of a focus on electives.

\*Rhonda: Expressed the importance of new faculty being aware of the Scholarly Plan. We need to develop a process that can be used when hiring new faculty (application/approval process).

#### **Expansion:**

-Chris: Rhonda and Chris will be meeting with Nancy in Middleton to discuss Post Bac program on April 6.

-Rhonda: Proseminar modification potential in the future. **Rhonda asked if John and Chris could check on the percent of enrolled students who also seek a master's degree.**

**Important for us to explore offering a Masters in Educational Leadership for incentive to complete 2<sup>nd</sup> degree—*why not?***

**-Data Retreat: Rhonda discussed plans for future data retreats for the GPE team. Resulting proposal:**

**-LaCrosse team will meet individual in the spring with Rhonda**

**-Iowa team will meet individually in the spring with Rhonda**

**-Meet in August as a team**

**-Meet twice a year to discuss data (support/accountability)**

**Note: This plan changed as per Rabbitt email dated 3-24-11:**

1. The focus of Out-service in May is on Assessment. As faculty and program directors, we are expected to participate in this annual event. Therefore,

the following schedule requires your attendance. (I apologize for the change to our recently agreed upon group plans.)

**Thursday, May 19 (Assessment day)**

12-1pm      Optional lunch provided in RC Boardroom

1-4              School of Ed meeting: Both UG and GPE (which will include, in part, the CCSS session of which we spoke earlier)

**Friday, May 20<sup>th</sup> (Data day)**

8:30-1:30pm    GPE Data Retreat

Assessment plans by program; Alignment of program outcomes with assessment tools and standards; Sharing of program data; Group feedback on data for decision-making; Group feedback on assessment plans by program for strengthening or developing plans

~More details will follow after I have more time to work out the details of this day.

**Other:**

-Anne: Shared an Iowa Proposal for future meeting dates (2011-12)

**Next Meeting:**

**-April 20 (Wed.) - 11:00 a.m. to 1:00 p.m. via Skype**

***Meeting Focus:* Continue to set goals that we were not able to complete today and review Tuition Management Proposal status.**

**GPE Meeting Minutes**  
**Wednesday, April 20, 2011**  
**11am-100pm.**

We are a distinct program that promotes *leadership and learning for today and tomorrow.*  
Our purpose is to provide student-centered learning experiences that foster *Franciscan values*  
and *21st century skills.*

**Members present:** Rhonda Rabbitt, Bernie Ferry, Jim Bagniewski, Ruth Badciong, Betty Pfaff, Lisa Valentini-Lilly. **Via Skype:** Chris Valenti, Shelly Stoppel, John Della Vedova, Anne Kruse.

The meeting was called to order by Rhonda at 1100am. The meeting began with an opening ritual verse.

The March minutes were approved by Jim Bagniewski and seconded by Betty Pfaff.

- ✓ ACTION ITEM: We are all to think about the possibilities for making online evaluations effective and timely. Ex: hold grade, take time in class to complete, send follow up letters, make it part of an assignment and email to the coordinator.
- ✓ ACTION ITEMS for RHONDA:
  1. Contact Jen for Bb materials
  2. Draft paragraph to put in the handbook concerning a course audit.
  3. Contact Emilia in August to work on ooVoo, moodle, google docs etc.

**Announcements or report outs:**

AWSA conference to be held in La Crosse October, 2011 *what can we do to collaborate?*

Rhonda reminded us to be consistent and *keep any forms we use current and updated.*

The coordinators all stated they wanted to be able to see instructor evaluations. Chris sends these to Deb who in turn gives them to Vickie and Linda who should pass them on to us. Form needs to be modified to list program of course offering in order to deliver results to correct coordinator.

John and Anne reported on ASCD meeting in Iowa.

Jim reported on the Faculty Council meeting. The minutes are on Bb but we think only members can access them. Contact Jim and he will send you the minutes if you want. He is concerned that the committee sometimes gets caught up in the minutiae instead of looking at the "big picture". Spent time trying to define what is a traditional course? (12.5 hours/graduate, 15 hours/undergraduate)

**Vu Bb online experience:** Ruth, Shelly, Rhonda and Jim took an online course by Jen Sadowski. Jim said it was very rigorous and really liked the narrated PowerPoints as students can use multiple senses for increased comprehension. The group liked to be able to post multiple times but Rhonda found out you get in trouble if you try a batch posting! Rubrics are very important for scoring. They all agreed it is not appropriate for all classes but it certainly has its place. *We would like to consider Shelly to develop online courses for us next year.*

**Administrative Assembly:** Ruth reported that the president of WAICU stated that our competition is not the UW system but the for profit schools such as U of Phoenix, Globe etc. *Betty is going to find an online link concerning a petition to keep money with the students for tuition purposes.*

**Proseminar:** There are 30 students not registered at this time for Proseminar or comps. Linda and Vickie will follow up with this.

**Scholarship submissions:** *Linda will update the submissions to share with coordinators concerning any outstanding for April 30 deadline.*

**Course Audit:** Tuition= half price of off campus tuition. AU goes in the grade space and there is no grade sheet or official transcript. Iowa charges \$100/credit. *Rhonda will draft paragraph to put in handbook.*

#### **GPE Development Updates:**

**Action Research John and Chris:** They stated that APA guidelines are being used across the state for MAEd. The research candidate search is going well. All candidates are talented, the committee has done great work and it will be a couple of weeks before the final results are in.

- ✓ John looking at income producers concerning Superintendent licensure. They continue to look at additional programs – math, science to name a couple. Looking at this from a marking point of view.
- ✓ Jim, Anne and Bernie collaborating for data concerning Masters of Education in Educational Leadership.
- ✓ Students also looking for Specialist program – something beyond the master's degree.

**WI Special Ed development:** Chris and Rhonda are meeting next Tuesday to review – target spring 2012.

**WI PB in Middleton:** Because we already have DPI approval for the PB program, we can move forward on this opportunity without any additional approvals required. Prep in summer to offer in the fall.

**RtI conference:** May 25, 2011 Stevens Point mini-grant. Bernie will send information to all.

**Technology:** Rhonda would like to try ooVoo, moodle, google docs or whatever we choose. *Will meet to discuss with Emilia when she returns in August.*

**Hooding ceremony:** May graduation includes students from IA Ed Leadership. *Rhonda and Sue participating in the hooding process. Bernie will congratulate students.*

**Enrollment and marketing:** Still need data from PB and Ed Leadership.

May 9, 2011- will meet with Rick Artman concerning tuition management. Any other concerns?

**ITT meeting –** Rhonda will meet with Tom H. about student email accounts, VitNet, Bb etc.

**Data Retreat in May:** See agenda for guiding questions.

Meeting adjourned at 1:15pm.

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Respectfully submitted by Lisa Valentini-Lily

August 21, 2011

### Minutes of Skype Meeting

Present – Chris Valenti, Rhonda Rabbitt, Bernie Ferry, Lisa Valentine-Lily, Ruth Badicong, Susie Hughes, Betty Pfaff

- **Rhonda announced** the Helene Grossman has signed her contract – Great!
  - Marketing Position in Iowa was offered to a candidate
- **Grad Council Meeting Summary** –
  - Barb Gayle is now the VP of Academic Affairs and Dean of Graduate Studies
- **Notes on Grad. Council Meeting**
  - Standing Committee
    - – Scholarship Committee Mtg will be meeting Oct 29<sup>th</sup> – Jim & Rhonda
  - Susie has been given the Attendance policy from notes from March 2011
    - Attendance policy can be shared as approved previously – 3/2/11
  - Policy on:
    - Academic Integrity finalized
    - Scholarship policy
    - Leave Policy
- **Dec. 2011- Graduation** – Anne Kruse has 1 students – undecided as to what we will do – hooding?
- **Phase II of course number changes** – 700 level courses will have to be changed to allow those numbers for Doctorate courses – changes will occur soon
- **Sue Batell oversees the Graduate Program review committee** process and the Education program will be up for review during the 2015-16 school year
- **Admission, Marketing and Recruitment Committee** has been established for the Graduate program – Jim and Susie will represent the Education department – Chris will need to be kept in the loop and consulted for her vast experiences and insights
  - Glenna Temple will chair the committee
- **Enrollment numbers as published by the University are a timing issue** for all departments – Registration dates need to be followed – it is a time and place thing (on this date these were the numbers)
- **Action Item** – Rhonda talk to Sue Batell about undergraduate education numbers
- **Applications Fees** – GPE will discuss and clarify
- **Parking Lot** – Rhonda - \$60 Technology fee for Master's Degree students – check into this
- **There is no longer a \$65 graduation fee**
- **Online Course Evaluations** – Jim and Bernie need to check on the progress and process of this for the fall semester with Chad Gilbeck – The new Instructional Design person will start Oct. 4th – Chad said he has not been updated on the online evaluation process and believes the new person will have to take that on.
- **Proseminar 2011, 2012, 2013 is set with a contract with the La Crosse Center**

- Proseminar 2014 – Brainstorm Ideas
  - Need to stay with or in front of our competition
    - Some University have programs all online
    - Some University require fewer credits - 36 credits to 33 or 30 credits
    - Should we still require students to come to La Crosse to see the campus?
      - It is an additional expense for our students as much as \$1500
    - Iowa person needs to be part of new solutions
  - Come to our next meeting with ideas
- **Change Blue Brochure**
  - Programs have more pages
  - Subject area/Content Based
  - When are courses offered and held?
- **IHE – Update – there will be a content-based requirement for professional development in the future**
- **Overviews – Chris is doing 1 on 1 counseling sessions – 10 so far and they are working well – last fall while doing the traditional overviews she had only 2 students attend.**
- **Website – Viterbo needs to do the analytics to ensure that when prospective students do a search Viterbo bubbles up to the top – this needs to be kept up on a monthly basis – key words – Susie and Jim will bring up at Marketing/Recruitment Committee Mtg.**
- **The rest of the agenda will be taken up at our next F2F meeting on a date to be determined (Oct 13 – 8:30 start time appeared to be acceptable to the group)**
- Next meeting – GPE waiver policy

Submitted by Jim Bagniewski

Wednesday, September 21, 2011

## Minutes of Skype Meeting

Present – Chris Valenti, Rhonda Rabbitt, Bernie Ferry, Lisa Valentine-Lily, Ruth Badicong, Susie Hughes, Betty Pfaff

- **Rhonda announced** the Helene Grossman has signed her contract – Great!
  - Marketing Position in Iowa was offered to a candidate
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- **Enrollment numbers as published by the University are a timing issue** for all departments – Registration dates need to be followed – it is a time and place thing (on this date these were the numbers)
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- **Proseminar 2011, 2012, 2013 is set with a contract with the La Crosse Center**

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- **The rest of the agenda will be taken up at our next F2F meeting on a date to be determined (Oct 13 – 8:30 start time appeared to be acceptable to the group)**
- Next meeting – GPE waiver policy

Submitted by Jim Bagniewski

## Minutes of the October 26, 2011 Graduate Programs in Education Committee Meeting

**GPE Members Present:** Badciong, Ruth; Bagniewski, Jim; Bainter, Tracy; Ferry, Bernie; Grossman, Helene; Hughes, Susie; Kruse, Anne; Pfaff, Betty; Rabbitt, Rhonda; Valentini-Lilly, Lisa; Valenti, Chris; Batell, Sue

Rhonda Rabbitt welcomed the group, and each team member did a self-introduction. Susie Hughes announced that there will be a Graduate Research Workshop at Viterbo **April 14, 2012**. All research instructors will be *required* to attend.

Helene Grossman shared an invitation with the team to the adjunct faculty in-service to be held **April 12, 2012** from 5-7:30 P.M. at the Viterbo Iowa Center.

Books and other materials for continuous improvement were made available for team members' review. Each team member also received a binder containing meeting minutes, articles and shared resources/updates.

Rhonda reviewed the changes of the past two and a half years and the positives/growth that has resulted from those changes (i.e. NCATE visit; hiring GPE research faculty; search for data coordinator; restructuring in the Iowa Office).

### A. Book study [*Leadership from the Inside Out* by Kevin Cashman]

In rotating partners we reviewed our personal vision statements, created mission (purpose) statements and discussed the first section of the book.

**Action Item:** All GPE members will e-mail personal vision/mission statements to Rhonda by **November 15<sup>th</sup>**.

### B. Strategic planning review/update/forward movement activity (Marketing/New Programming/Expansion/Modification of Programming/ Service). **Content from flip charts in separate document.**

**Action Item:** Ruth Badciong and Lisa Valentini-Lilly will work with Jocelyn Mlsna in the Financial Aid office to research the possibility of moving the Early Childhood Education (ECE) and Reading licensure programs to semester-based programs and will e-mail a summary to the GPE or put it on the agenda for the next meeting.

**Action Item:** Rhonda will check with Mary Mormann and Gene Alberts regarding the number of Wisconsin teachers who received the Catholic Educator discount during the past year.

Helene will connect with her Catholic educator contact in Iowa to explore partnerships.

### C. Discussion of the current GPE attendance policy ensued: Class attendance is crucial. When it comes to absenteeism, the program allows little or no flexibility on this issue.

Instructional practices and methodologies include considerable class interaction and collaboration as well as core content instruction. Due to the course format, it is almost impossible to replicate learning opportunities. Consequently, it is the philosophy of the program that students should not be absent.

We realize that emergencies do occur. Instructors will consider the emergency on a case-by-case basis and determine if options are available.

**Action Item:** Susie to include attendance policy in the course template.

**Action Item:** Chris Valenti and the Iowa office will include the attendance policy in the course catalog/Blue Brochure.

### D. Audit policy as currently published was discussed: \$100 per credit for a student never before taking classes from Viterbo.

Half of cost of the class tuition for a student taking other classes from Viterbo.

The tuition and fees for audit credits are the same as for credit courses, as per the Registrar's Office website.

**Action Item:** Iowa will see that the outdated version of the policy is deleted from all publications.

### E. Application fee policy waiver of \$50 for simultaneous or subsequent GPE applications. The online application form has a question regarding previous attendance at Viterbo that triggers the elimination of the \$50 fee for a student entering a second program.

F. Proposal: Pilot Middleton off-site prior to June 30<sup>th</sup>

**Later date contemplation:**

- Online course equivalency hours
- Proseminar format: sites, dates, credits, etc.
- Stipends: conference instructor, practicum mentor, on-site course evaluator
- Onsite evaluation process (Helene)
- APA in the core coursework (Susie)
- MA variance of MA –WI MA Ed Leadership—IA MA Ed Leadership
- Modify Proseminar dates

**Action Item:** Changes for graduate catalogue are due to Rhonda by **November 11<sup>th</sup>**.

**Action Item:** Adjunct handbook changes/corrections due to Rhonda by **October 28<sup>th</sup>**.

**Action Item:** Read Chapter 2 of *Leadership From the Inside Out* and reflect in your journal before the next face to face meeting, **Wednesday, November 30, 2011 (8:30-2:30 in MC 400)**.

Watch for information on a virtual (Skype) meeting date between now and November 30<sup>th</sup>.

(signed) Ruth E. Badciong

**Present** – Chris Valenti, Tracy Bainter, Bernie Ferry, Susie Hughes, Rhonda Rabbitt, Helene Grossman, Ruth Badciong, Lisa Valentini-Lilly, Betty Pfaff

- **Minutes** for the Sept and Oct meetings approved
- Rhonda introduced her new “Rainstick” & “Feather” as part of our opening ritual and Lisa volunteered to be the guardian for our November meeting.
  - Chris Valenti will be the guardian of the ritual for our Dec. meeting.
  - Background information on “Rain Stick” at the end of the minutes.
- **Committee members were paired up; the “5 Whys” tool** were given out and the assignment was to ask why we were Thankful.
- **Action: A reminder that large program highlights** should be sent out to the group via email and announcements emailed to Rhonda to include in GPE updates just prior to our monthly meetings.
  
- **Program Updates:**
  - Susie – Improvements on the Research Process where being made
  - Bernie – New Educational Leadership Flyers. Information on VU Bookstore services to assist our instructors and students with book options. Stay tuned...
  - Tracey – Working on a new Marketing Plan in Iowa.
  - Chris – West Salem Superintendent plan to have all teachers obtain a 316 license.
    - CESA 9 – Looking at an Educational Leadership program.
    - CESA 3 – Promising Neighborhood – Federal Grant.
    - Brad Saron – Pursuing a New Association for Rural Schools.
    - Blue Brochure will have a new look this spring.
  - Betty – New photos of students for program flyers can be taken by Matt Hansen.
    - Post-Bac – applications back to “average.”
    - Developing PB Marketing License with the DPI. Partnership with Western is being explored. Cooperative Education also being considered.
  - Lisa – Reading applications down but interest is up – (very hopeful).
    - State Reading Conference – Feb. includes a one credit offering – anyone who would like to have their programs advertised should get their flyers to Lisa
  - Jim – Piloting a project based alternative to the written capstone portfolio. (2013)
  - Ruth – Appreciates additional hours. Looking from a “Big Picture Perspective” – are the right people teaching the right courses in ECE? May 19<sup>th</sup> In-service with WI Reading from 10-2pm.
  - Helene – 6 Course proposals for ESL Program to Rhonda/Sue.
    - 7 New M.S. Adjuncts Instructors for the IA Middle School Endorsement license.
    - Tracey booked overviews with all 8 AEA’s.
    - Newspaper article has resulted in one Latina application into the Ed Leadership program.
    - Polycom being explored as option for ESL coursework and as option to Skype
    - Viterbo bookstore merchandise will be modeled and available at IA office.
    - Iowa office personnel are getting grounded and united.
  
- **Action: Anyone with concerns should email them to Rhonda** who will take them to the Faculty Concerns Committee which she serves on. Possibilities discussed include:
  - Viterbo looking at items individually rather than from a systems-perspective: Technology, Qualtics (online surveys), Tuition Management

- **Proseminar – June 2012**
  - There are a number of Master’s Degree students who need to have their Master’s Degree completed by June 30, 2012 per their District Handbooks.
    - *Action:* A letter will be crafted by Rhonda for students who must obtain a Master’s Degree by June 30, 2012 and sent.
    - Students will need to provide a letter from their H.R. department verifying that a teacher in their District needs to have completed their course of study for a Master’s Degree by June 30, 2012.
    - There will be a alternative “Proseminar” course held in Middleton during the week of June 18<sup>th</sup> for these teachers/students
    - *Action:* A Committee consisting of Jim, Betty, Bernie, and Rhonda *will meet in January* to discuss course format.
  - There are approximately 229 students in line to receive their Master’s Degree this summer – down about 70 students from last summer
  - Commencement will be held in the Fine Arts Center versus the La Crosse Center
  - Dining options will be limited this summer because of cost
  - Angela Maiers has been contacted to give an inspiration presentation as part of Proseminar
  - The Proseminar Staff was announced – This was a difficult process as limited number.
  - *Action:* Formal instructor invitations to go out late December with updated webpage information posted after the new year.
  - *Action:* Please forward additional ideas to consider as Potential Proseminar books for 2013:
    - Nurture Shock
    - Readicide
    - Death and Life of the American School System
    - A search for 4<sup>th</sup> book involving a topic of interest for Young Adolescents is underway
- **Hour Description Change and Clarity**– We will work on any needed changes once a clear definition of what is needed becomes available.
  - For every hour of class meeting time there are guidelines indicating a need for two hours of homework assignments.
  - Adjunct Instructions should be informed that they are expected to meet with students for the entire time as posted.
  - Blended courses need to account for the course meeting time *and* the corresponding homework time, whether face to face or not.
- **Formal Evaluation of Transcripts and Correspondence with the student** – This only happens after the student has an application on file, has paid the application fee and the official transcript has been received. (All GPE)
- **Course Evaluations – Spring Semester 2012**
  - All students with Vitnet Accounts will be completed online. Rhonda will meet with Vicki D to discuss GPE student types and how process will unfold.
- **Course Evaluations**
  - Can we in the short term encourage students to answer the three questions on the bottom of the undergraduate evaluation form?
    - What did you like most about the course?
    - What suggestions do you have to improve the course?
    - Additional Comments

*Action:* The Iowa office will make this change to the form and share with all GPE for use.

- **Scheduling Course – Common Guidelines**
  - Courses can *not* be scheduled on consecutive weekends. Must allow time to implement assignments in classroom. Also students must have two weeks after the completion of a course to complete assignments in order to meet the ratio of 1-2 hours assignments/1 class hour.
- **New Data Person – Jennifer Doerfler** – Starts Dec. 1, 2012 – has office on 5<sup>th</sup> floor of Murphy – next to Naomi Stennes-Spidahl.
  - *Action:* Rhonda to Meet with Jennifer to provide overview of GPE, data timelines, NCATE results and potential strategic goal of Program Assessment Review.
  - *Action:* Program coordinators should bring what they desire as “program outcomes” for each program to the December meeting. This will be part of our introduction to Jenny. We recognize that we are standards-driven, but what is the larger picture of outcome desired?
    - *Example shared for WI Principal:* To become transformational leaders.
- *Action:* Send any updates to Rhonda on MV statements **by Monday, December 12.** **Our personal mission and vision statements** were aggregated and shared with models of scoratic questions to guide us in provided reflective prompts to each other on our statements to assist in a deeper understanding of our personal vision/mission.
- *Action:* Book study **assignment:** Chapter 2 and journal reflections as appropriate.

**Strategic Plan Review** (see additional handout)

- **The Catholic educator discount** has been utilized 300 *times* this year.
- **Faculty Recruitment** – later date. We need more a pool of quality instructors with a vested interest in our programs.

**January Skype Meeting date changed** from Jan 18, 2012 to **Jan. 17, 2012** from 9-11.  
**RTI workshop on Dec. 10<sup>th</sup>** from **10:30 – 3:30** in Nursing Building.

*Action:* **For Next Meeting – What is/are the goals/outcomes of our programs?**

## RAINSTICKS

Rain sticks have become a very popular novelty musical instrument in the last 30 years. Stories concerning the origin of the rain stick are numerous. Some say that the instrument was invented by the Aztecs, and that it later spread throughout Central and South America. This is probably not the case, since rain sticks are not found archaeologically or in Spanish accounts. Furthermore, the Aztec Empire (destroyed by the Spanish in 1521) was short-lived and came late in the history of the Americas. It is more likely, as reported by some musicians from Mexico who recall the event, that the rain stick was introduced into popular Mexican music (notably in the area around Cuernavaca) sometime in the 1960s.

Other claims for the origin of the rainstick say that the Diaguita Indians of Chile used the instrument to bring rain. Certainly the Diaguita, farmers who live in the Atacama Desert area of northern Chile and Argentina, need precipitation, since their area is some of the driest in the world. Many of the rainsticks purchased today are made by the Diaguita who use the dead stalks of a cactus to make the instruments. Thorns from the plant are pressed into the dead wood. It is the pebbles hitting against these thorns as they fall down the tube that create the rain-like sound. Early accounts of the Diaguita people, however, do not list the rainstick in their material culture inventory.

It seems more likely that the origins of the rainstick as a musical instrument is the stick or tubular rattle. Researchers at the turn of the century describe tubular rattles very similar to the rainstick which were made and used by the Cuna of Panama; the Colorado of Ecuador; the Macushí, Uachmiri, and Yauapery of northern Amazonia; and the Huichol of northern Mexico. There are also wooden stick rattles filled with seeds or pebbles found archaeologically along the coast of Peru, but it is not clear whether these date from the Inca period or earlier (6000 B.C. - A.D. 1500).

The historic tubular rattles are made of either whole reeds (such as bamboo) or plaited reed strips. Closed on both ends and filled with pebbles or hard seeds, they have palm needles stuck into the walls of the tube so that the sound is "very like the patter of rain." In the Huichol examples, the septa or interior membranes at the joints of the bamboo are pierced, creating the same effect. The Huichol use the tubular rattle in ceremonies associated with rain, it is reported, but no Huichol tubular rattles have been collected.

There is some speculation that the thorns or needles piercing the tubular rattle is an idea introduced by enslaved African peoples. Tubular rattles, pierced with iron nails, are common in West Africa, especially among the Togo and Pangwe (the sources of many of the slaves of the Americas). As early as 1619, 50% of the 60,000 inhabitants of Lima, Peru, were enslaved people from West Africa. It is likely that the indigenous peoples of South America, especially the hunters-gatherers of the upper Amazon and the farmers of northern Chile and Argentina, would have come in contact with the slaves beginning around 1537 because of trade routes running through these areas. The indigenous people could easily have adopted the idea of piercing the tubular rattle with thorns to create a new sound and instrument. Four hundred years of use in South America could easily have obscured the origin of the instrument.

Some scholars and Mexican musicians suggest that the rainstick was introduced into popular music in that country from South America. Some say the popularity of Andean music, which uses the rainstick, fostered its adoption. Other people suggest that the ecology movement to save the Amazon rainforests, which began in the 1960s, brought the rainstick forward as a symbol for the rainforest. Whatever the case, the rainstick has become a popular musical instrument and has been adopted by many musicians around the world.

Shared by Gina Laczko, Heard Museum <http://www.heard.org/>

Rainstick sound courtesy of <http://larkinam.com/>

**Present** – Chris Valenti, Tracy Bainter, Bernie Ferry, Susie Hughes, Rhonda Rabbitt, Helene Grossman, Ruth Badciong, Lisa Valentini-Lilly, Betty Pfaff, Jim Bagniewski, Sue Batell

- **Guardian for next meeting:** Suzie
- **Thank you:** to Ruth for sharing her professional development
- **Announcements:**
  - Card – get well for John who is recovering from reoccurrence of his illness
  - Bernie – leaving at the end of this year (June) to relocate to Galena, Illinois
- **Powerpoint Presentation:** look back at past and forward to future through goals
- Jenny Doerfler – Joined group for introduction and shared background in educational research
- Circle Introductions for Jenny and Program Outcomes
  - Lisa/Reading:
    - Our teachers will be literacy leaders who know and implement current reading research, methodologies and best teaching practices in their classrooms, schools and districts.
    - Sees a surge in applicants coming for her program
    - Outcomes are strictly for the licensure program
    - 25-33% will later transfer the licensure program into the full masters but some already have the MA
  - Jim and Bernie/Ed Leadership:
    - Program is broken into 3 benchmarks
    - 5 essential questions to be reported
    - Program is aligned with standards
    - Teach classes in several locations
    - Capstones and surveys are tracked
    - Working with Chris on marketing strategies to keep numbers up
    - Final outcome is to ask if students are different when they leave as opposed to when they entered the program
    - Work hard to develop servant/ethical leadership
  - Helene/Iowa Programs:
    - Jenny can help us put data instruments in place before programs begin
    - Definitely a place for improved data collection
    - Benefits over competition
    - Looking for data to show partners at AEAs and Districts
    - March 27 will be her thesis defense
    - Instructor evaluation needs to be tracked and improved
    - Program outcomes were put together during a team meeting (see attached)
  - Ruth/Early Childhood:
    - Early childhood is offered several locations but we may have saturated the market in some locations
    - Chris helps with marketing and Jenny can help by gathering market data
    - Program is set up for elementary teachers who want to add early childhood and includes early childhood special ed teachers
    - May need to re-vision the program as the districts are changing their requirements
    - Currently have 7 standards by which students are assessed
    - The EC Graduate Program will prepare early childhood teaching professionals who know and implement developmentally appropriate practices.
  - Betty/Post Bac:
    - Students can take program in as little as a year or more than two years

- Number of inquiries is increasing
- Most student are in their 20s and have experience in their fields
- Has developed more than 30 databases for program
- Outcome: Teaching license with knowledge and skills to become a highly ethical leader.
- Most students become secondary teacher but we also offer (but don't advertise) an elementary program
- Classes are all in La Crosse and mostly during the evening
- Chris/WI Marketing:
  - Program began with mission of more informed teacher who recognizes their own special gifts and spirituality
  - Recruits and markets programs across state for multiple programs
  - 85% of entrants are elementary teachers
  - Previously we would do 14,000 course units per year
  - Off-campus students fill out physical registration form that lists much of the data we have discussed.
  - Only about 25% of our students do not have a Masters already.
  - However, with the exit of many teachers last year, there are many new teachers who will be without masters. Unfortunately, right now they don't need a masters.
  - Now have decline of need to take credit in specific time periods which means they don't have elective credits ready for transfer into a masters.
  - Currently facing major changes in teacher salary/PD incentives and we may be facing different requirements in every district in WI.
  - Hopefully, new handbooks will be in place by this time next year.
  - Post-proseminar evaluation needs to be changed to better match entering and exiting assessments.
  - May be able to start marketing to day-care centers for EC program
  - Has changed marketing to reflect that the you will have more career potential with Viterbo courses/degree
- Tracy/Iowa Marketing:
  - See Iowa outcomes
  - 30% of Iowa teachers are at or are within 5 years of retirement
  - Delicate balance of teachers preparing themselves for classroom but being affordable for their districts
  - Beginning to gather data with surveys in January
  - Need to track everything from where they are hearing about us to why they are taking classes
- Suzie/Research Courses:
  - Interested to hear everyone's outcomes because all feed into the research component
  - All outcomes should be aligned and build to a crescendo of research courses
  - Research is an avenue to getting to know one's self and one's practice
  - We need to focus more on writing in our courses
  - These all fit together into a tightly wound web to make the teacher as a professional
  - Idea from Jenny – create a journal of graduate research to publish and show individual professional achievements
- Data for Jenny to collect:
  - 4K data
  - value of degree
  - who enter and why
  - return on investment, tweak exit surveys
  - projected data
  - what do we need track from web

- asked everyone to make a wish list of data to be collected and to email it to her (cc Rhonda too)
- **Minutes** for the Nov meetings approved
- **Updated Travel Policy** (see attached)
  - Rhonda – handbook will be updated
  - Helene – pass word onto IA instructors in January newsletter
- **Scholarship** (see attached)
  - Full-time faculty on tenure track in SOE have defined scholarship requirements
  - Defined difference between service, scholarly workshop, and scholarship
  - These requirements do not apply to the adjuncts
  - 5 members of subcommittee each reviewed 35 proposals and will be giving feedback on how they can improve and move scholarly work to scholarship
  - Rhonda will be head of the program and follow up to see how they are moving along
- **Credit Hour Fulfillment statement**
  - Helene sent out a draft
  - A four credit option was added
  - *Action Item* -- Sue and Rhonda will check to clarify the exact number of hours required
  - *Action Item* -- Word needs to be spread to instructors about outside work requirements
  - Preference is to set classes at 15 60-minute hours with breaks subtracted from that.
  - *Action Item* -- Once Rhonda and Sue have approved the final wording, Helene will send out the updated message
  - The new form with changes was approved
- **Masters Hours Requirements Reduction**
  - Approved by Dean's Cabinet and Council. Now need to pass GPE
  - See attached document listing competitors' requirements
  - Discussion concerned how this would affect people who have already planned to graduate this July who have already completed the 36 hour requirements
  - *Action Item* -- Need to add this in the coming catalog
  - Rhonda will assess the transfer credit for the coming grads
- **Gift Exchange**
- **January Meeting**
  - Skyped call
  - Moved to January 13, 9-11am
- **January 2-6** – Rhonda will be working on Scholarship paperwork and not available during this time
- **Book Discussion was delayed until next meeting**
- **Also delayed until next meeting:**
  - Integrated marketing discussion
  - APA in the core coursework (Susie) and onsite evaluation process (Helene)
    - Champion for strategic goals?
  - MAE variance of WI MA Ed Leadership, IA MA Ed Leadership, and MAE general.
  - Future Proseminar format: sites, dates, credits, etc
- **GPE Schedule**
  - Friday, January 13, via Skype 9-11am
  - Wednesday, February 8, via Skype 10am-2pm
  - Wednesday, March 21, 8:30am-2:30pm
  - Wednesday, April 18, 8:30am-2:30pm

## **Appendix 14**

### **Iowa Center Lease and Photos**

## OFFICE LEASE

**LANDLORD:** JSC PROPERTIES, INC./  
WILLIAM C. KNAPP REVOCABLE TRUST  
c/o Knapp Properties, Inc.  
5000 Westown Parkway - Suite 100  
West Des Moines, IA 50266

**TENANT:** VITERBO COLLEGE  
4949 Westown Parkway - Suite 160  
West Des Moines, IA 50266

**PREMISES:** Suite No. 160  
4949 Westown Parkway  
West Des Moines, IA 50266

**DATE:** November 21, 1996

## OFFICE LEASE

THIS LEASE, made and entered into this 21 day of November, 1996 by and between:

**LANDLORD:** JSC PROPERTIES, INC./WILLIAM C. KNAPP REVOCABLE TRUST

**TENANT:** VITERBO COLLEGE

### 1. LEASE OF THE PREMISES.

In consideration of the obligation of the Tenant to pay rent as provided herein and in consideration of the terms, covenants and conditions hereof, Landlord does hereby lease, demise and let unto the Tenant the Premises in the present condition thereof. The "Premises" consist of 2048 rentable square feet located on the first (1<sup>st</sup>) floor in the 4949 Westown Parkway Office Building, Suite No. 160, being more particularly described on the plan designated as Exhibit A, attached hereto and made a part hereof. It is agreed that the designated "rentable" square footage of the Premises is determined by calculations shown on Exhibit B.

**PARKING.** Notwithstanding any other provision of this Lease to the contrary, Tenant shall have the right to non-exclusive use of all common parking areas subject to rules and regulations imposed from time to time by Landlord. Provided, between the hours of 7:30 a.m. and 5:00 p.m. on Mondays through Fridays during the term of this Lease, Tenant usage of the parking shall not exceed ten (10) stalls at any one time by its customers, employees, guests and invitees.

### 2. TERM.

The term of this Lease ("Term") shall be for a period of five (5) years running from and including the 1<sup>st</sup> day of January, 1997 ("Commencement Date") up to and including the 31<sup>st</sup> day of December, 2001 ("Termination Date").

On the date of the commencement of the term hereof as provided in this Lease, Tenant agrees to execute and deliver to Landlord a letter of acceptance which shall certify that Tenant has accepted the Premises in compliance with the terms of this Lease and setting forth the commencement and termination dates of the term hereof and the date when the rent shall become due and payable. The letter of acceptance shall be in form for recording and shall be executed and acknowledged by a duly authorized officer of Tenant.

2A. Option to Terminate. Provided Tenant has performed all of its obligations under this Lease, Tenant shall have the one time right to terminate this Lease effective December 31, 1999, provided Tenant has given Landlord One Hundred Eighty (180) days prior written notice of Tenant's election to terminate. In the event Tenant elects to exercise its option to terminate as provided in this paragraph, Tenant shall pay to Landlord the unamortized Tenant Improvement costs and the unamortized leasing commissions paid in connection with this Lease. The unamortized tenant improvements and leasing commissions shall be determined by the amount of

such item as certified by Landlord times Forty Percent (40%). Said payment shall be made prior to the effective date of the termination.

### 3. ACCEPTANCE OF PREMISES.

Neither the Landlord nor agents have made any representations or promises with respect to the Premises except as expressly set forth herein. The taking of possession of the Premises by the Tenant will be conclusive evidence, as against the Tenant, that the Tenant accepts the same in its then "as is" condition at the time such possession was so taken. The Tenant will, at the Tenant's sole cost and expense, keep the Premises and every part thereof in good condition and repair. Upon the expiration or prior to termination of this Lease, the Tenant will surrender the Premises to the Landlord in good condition, ordinary wear and tear excepted. The Landlord has no obligation whatsoever to alter, remodel, improve, repair, decorate or paint the Premises or any part thereof. The parties acknowledge and affirm that the Landlord has made no representations to the Tenant respecting the condition of the Premises or the Building except as specifically set forth herein. The Landlord will provide the Tenant, at the Landlord's cost, tenant improvements to the Premises as more fully described in Exhibit B to this Lease. To enable Landlord to complete its work in a timely fashion, Tenant hereby covenants to promptly and timely cooperate in making all selections of materials, colors and other matters which are the responsibility of Tenant.

### 4. POSSESSION.

If for any reason the Premises are not ready for occupancy by the Tenant at the time of commencement of this Lease, this Lease will not be affected thereby nor will the Tenant have any claim against the Landlord by any reason thereof except that no Rent will be payable for the period during which the Premises are not ready for occupancy. If delivery of the Premises is delayed beyond the Commencement Date, the Commencement Date will then be the first day of the month following the month that the Premises are tendered unless the Premises are tendered on the first day of the month, then the Commencement Date will be the first day of the month that the Premises are tendered. If the Commencement Date is later than that specified in Section 2 above, the Termination Date shall be extended for an identical period of time. The Landlord is not liable to the Tenant for any damage whatsoever resulting from the delay in delivery of possession of the Premises.

Notwithstanding the foregoing, to the extent that the Landlord is unable to deliver timely possession of the Premises due to delays caused by the Tenant, Rent will commence on the date possession of the Premises would have been delivered to the Tenant but for the delays caused by the Tenant.

If permission is given to the Tenant to occupy the Premises prior to the Commencement Date, Tenant's occupancy is to be subject to all of the provisions of this Lease (including the payment of Rent) except those relating to the Commencement Date, Termination Date and Term of this Lease.

5. **BASE RENT.**

The Tenant agrees to pay to the Landlord in advance base rent for the Premises equal to the sum of \$1,720.00 per month (subject to adjustment as hereinafter provided) ("Base Rent"). Payment in lawful money of the United States will be without prior notice or demand on or before the first day of the first full calendar month of the Term and a like sum on or before the first day of each and every successive calendar month thereafter during the Term except that the first month's Rent will be paid upon the execution hereof. Rent for any period during the term hereof which is for less than one (1) month will be a prorated portion of the monthly installment due based upon a thirty (30) day month. Rent will be paid in full without abatement, deduction or offset. The Tenant will pay rent to the Landlord at 5000 Westown Parkway, Suite 100, West Des Moines, Iowa 50266, or to such other person or at such other place as the Landlord may from time to time designate in writing. The Base Rent shall be net remuneration to Landlord for the use of the Premises during the Term of this Lease.

In addition to the Base Rent set forth above, "Rent" includes Additional Rent as provided herein and any other payments required of Tenant herein.

6. **ADDITIONAL RENT.**

A. Additional Rent - Definitions. In addition to paying the Base Rent set forth in paragraph 5, Tenant will pay as "Additional Rent" the amounts set forth in this paragraph in the same manner and place as the Base Rent. As used in this lease:

(1) "Calendar Year" means any twelve month period, January through December, which contains any part of the Term of this Lease.

(2) "Tenant's Proportionate Share" means 3.3%, which percentage has been determined by dividing the net rentable square feet of the Premises by the total net rentable square feet contained in the Building (63,363 square feet). In the event the rentable square feet of either the Premises or the total building changes, the Landlord reserves the right to adjust the Tenant's proportionate share at the beginning of each Calendar Year. (Upon occupancy of the total 53,847 square feet of office space, Tenant's Proportionate Share of Janitorial shall be 3.8%).

(3) "Taxes" means all real estate taxes and assessments, special or otherwise, levied or assessed upon or with respect to the Land and Building, or either, and ad valorem taxes for Landlord's personal property located in or used in connection with the Premises required to be paid during the Calendar Year. Should the State of Iowa, any political subdivision thereof or any other governmental authority having jurisdiction over the Land or the Building impose a tax, assessment, charge, penalty or fee or increase a then existing tax, assessment, charge, penalty or fee that the Landlord is required to pay, either by way of substitution for such real estate taxes or ad valorem personal property taxes, or impose an income, license or

franchise tax or a tax on rents in substitution for, or in addition to, a tax levied against the Land and/or the Building and/or the Landlord's personal property used in connection with the Land or the Building, such taxes, assessments, fees or charges will be deemed to constitute Taxes hereunder. "Taxes" include all fees and costs incurred by the Landlord in seeking to obtain a reduction of, or a limit on the increase in any Taxes, regardless of whether any reduction or limitation is obtained. Taxes will not include any inheritance; estate, succession, transfer, gift, franchise, net income or capital stock tax except as expressly provided herein.

(4) "Operating Expenses" means all expenses, costs and disbursements (other than Taxes) of every kind and nature including but not limited to repairs, maintenance, utilities not separately metered, insurance costs allocable to the Land and Building and management fees paid to a management company paid or incurred by the Landlord in connection with the ownership, promotion, management and operating of the Land and Building, except as follows:

(i) cost of alterations resulting from tenant improvements except for repairs to the Building or capital improvements otherwise includable in Operating Expenses;

(ii) principal and interest payments on loans secured by mortgages or trust deeds on the Building or the Land;

(iii) cost of capital improvements, except that Operating Expenses includes the cost during the Term, as reasonably amortized by the Landlord with interest at the then current rates for construction financing on the unamortized amount, of any capital improvements made during the Term which reduces any of the costs included within Operating Expenses;

(iv) costs with respect to which the Landlord receives direct reimbursement from the tenants of the Building excluding those received in accordance with the operating expense escalation clauses;

(v) leasing commissions, advertising costs and other expenses incurred solely to locate new tenants for the Building;

(vi) depreciation;

(vii) cost of legal expenses incurred to enforce lease terms that are specifically allocable to a particular tenant; and

(viii) cost of any repairs, restoration or other work necessitated by fire, windstorm or other insured casualty to the extent that proceeds have been received by the Landlord.

(5). "Building" as used in this Lease includes all common areas and amenities such as common conference rooms, corridors, lobbies, or sidewalks located in or related to the operation of the Building, loading areas, parking areas, and driveways and other public areas in or around the Building as well as all structural components of the Building.

(6). "Land" as used in this Lease includes the real property upon which the Building is located and the common areas and facilities (such as fountains, ponds, common driveways, etc.) of the office park in which the Land is located.

**B. PAYMENT OF ADDITIONAL RENT.** The Tenant will pay to the Landlord as Additional Rent, in addition to the Base Rent, an amount ("Tax Amount") equal to the Tenant's Proportionate Share of the Taxes paid with respect to each Calendar Year. The Tenant will also pay to the Landlord as Additional Rent, in addition to the Base Rent, an amount ("Operating Expense Amount") equal to the Tenant's Proportionate Share of the Operating Expenses incurred by the Landlord with respect to each Calendar Year. The Tenant will pay to Landlord as Additional Rent in addition to the Base Rent, an amount ("Janitorial Amount") equal to Tenant's Proportionate Share of Janitorial incurred by Landlord with respect to each Calendar Year. The Tax Amount and the Operating Expense Amount with respect to each Calendar Year will be paid in monthly installments at the same time and place as Base Rent is to be paid in an amount estimated from time to time by the Landlord. The Landlord shall estimate the Tax Amount, Operating Expense Amount and Janitorial Amount at the beginning of each Calendar Year and require the Tenant to pay one-twelfth (1/12) of the estimated amount as Additional Rent. Written notice of the estimated amounts will be given to the Tenant no later than the notice of the previous year's actual costs as provided in paragraph C, below. One-twelfth (1/12th) of the Tenant's estimated Proportionate Share of the Tax Amount, Operating Expenses Amount and Janitorial Amount for the Calendar Year in which the Term of this Lease commences is \$780.00 per month. **Landlord agrees that Tenant's Proportionate Share of the Tax Amount, Operating Expenses Amount and Janitorial Amount for Calendar Year 1997 shall not exceed \$780.00 per month.**

**C. ACCOUNTING.** The Landlord will keep books and records showing the Tax Amount and the Operating Expenses for each calendar year during the Term of this Lease. The Landlord will cause the amount of the Tax Amount and the Operating Expense Amount for the Calendar Year to be computed and will deliver to the Tenant a statement of the Tax Amount and the Operating Expense Amount. In determining the amount of Taxes for any year, the amount of special assessments to be included will be limited to the amount of the installment (plus any interest payable thereon) of the special assessment that would have been required to be paid during such year if the Landlord had elected to have such special assessment paid over the maximum period of time permitted by laws. The amount of any refund of Taxes received by the Landlord will be credited against Taxes for the year in which the refund is received. The Landlord will furnish a statement of actual costs with respect to the items set forth above no later than February 28 of the following Calendar Year including the year following the year in which this Lease terminates. In the event that

the Landlord is, for any reason, unable to furnish the accounting for the prior year by such date of any year, the Landlord will furnish such accounting as soon thereafter as practicable with the same force and effect as the statement would have had if delivered on or before February 28 of the year. The Tenant will pay any deficiency to the Landlord as shown by such statement within thirty (30) days after demand therefor. If the total amount paid by the Tenant during any Calendar Year exceeds the actual Tax Amount or Operating Expense Amount due from the Tenant for such Calendar Year, the excess will be refunded by Landlord.

D. RENT NET. The provisions above requiring the Tenant to pay its Proportionate Share of Taxes and Operating Expenses are intended to pass on to the Tenant and to reimburse the Landlord for all direct costs and increases in the direct costs of operating, repairing and managing the Building and the Premises.

#### 7. SERVICES AND UTILITIES.

Provided that the Tenant is not in default, the Landlord agrees to furnish to the Premises (excluding the legal holidays of New Years Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day):

- a. Adequate electrical wiring and facilities for standard building light fixtures and customary office machines. The Tenant agrees that the total connected electrical load in the Premises will not exceed, at any time, the capacity of any of the electrical conductors or equipment servicing the Premises;
- b. Heat and air conditioning required for the use and occupation of the Premises;
- c. Janitorial service five nights per week in a manner that conforms with the standard janitorial services furnished by other office buildings in the metropolitan Des Moines area;
- d. City water from the Building outlets provided for normal drinking, lavatory and toilet purposes; and

The Landlord will not be responsible or liable in any way whatsoever for the quality, quantity, impairment, interruption, stoppage, or other interference with service involving water, air conditioning, heat, gas, electric current, telephone or any other service, unless Landlord's negligence causes the same.

The Landlord will maintain and keep lighted the common stairs, common entries and toilet rooms in the Building. The Landlord is not liable for, and the Tenant is not entitled to, any reduction of Rent by reason of the Landlord's failure to furnish any of the foregoing when such failure is caused by accident, breakage, repairs, strikes, lockouts or other labor disturbances or labor disputes of any character, or by any other cause, similar or dissimilar, beyond the reasonable control of the Landlord. The Landlord is not liable to the Tenant under any circumstances for a

loss of or injury to property or business occurring through or in connection with or incidental to a failure to furnish any of the foregoing.

If the Tenant desires water in excess of that customarily furnished or supplied for use as general office space, the Tenant will first procure the written consent of the Landlord, which the Landlord may, in its sole discretion, refuse. The Tenant will pay for the cost of any engineer hired to assist in determining the initial as well as continued impact of Tenant's request for additional water. The Landlord may require a water meter to be installed in the Premises to measure the amount of water to be consumed. The cost of any meter and its installation, maintenance and repair will be paid for by the Tenant. The Tenant further agrees to pay for all water consumed as shown by the meter at the rate charged by the local public utility furnishing the service plus any additional expenses incurred in keeping account of the water consumed. If a separate meter is not installed, the excess cost for such water will be established by an estimate made by a utility company or engineer.

**8. LATE FEES.**

If Tenant fails to pay part or all of the Base Rent, Additional Rent or any other payments for which Tenant is obligated hereunder, within ten (10) days after it is due, the Tenant agrees to pay the Landlord upon demand as a penalty therefor an amount equal to 4% of the unpaid Base Rent, Additional Rent or other payments for each month or part thereof that the same remains unpaid.

**9. RECEIPT.**

Receipt of the sum of \$2,500.00 is hereby acknowledged by Landlord as payment of the Base Rent and Additional Rent for the first month of the Term.

**10. PERSONAL PROPERTY TAXES.**

Before delinquency Tenant shall pay taxes assessed during the Term against trade fixtures or personal property placed by Tenant in the Premises. If these taxes are assessed against the Building, Tenant shall pay its share of the taxes to Landlord within ten (10) days after receiving Landlord's written statement setting forth the amount of taxes applicable to Tenant's property and the basis for the charge to Tenant. Tenant's failure to pay within the ten-day period shall entitle Landlord to the same remedies it has upon Tenant's failure to pay Rent.

**11. ASSIGNMENT AND SUBLEASING.**

Tenant shall not transfer, mortgage, encumber, assign, or sublease all or part of the Premises without Landlord's advance written consent. Landlord's consent to any assignment or sublease shall not be unreasonably withheld or unduly delayed. The Landlord's consent shall not be considered unreasonably withheld if:

- a. the proposed subtenant's or assignee's financial responsibility does not meet the same criteria Landlord uses to select comparable Building tenants;

- b. the proposed subtenant's or assignee's business is not suitable for the Building considering the business of the other tenants and the Building's prestige; or
- c. the proposed use is inconsistent with the use permitted under this Lease;
- d. the proposed use will violate any other agreements affecting the Premises, the Landlord or other tenants.

In requesting Landlord's approval, Tenant must provide Landlord in writing: (i) the name and address of the proposed subtenant or assignee; (ii) the nature of the proposed subtenant's or assignee's business it will operate in the Premises; (iii) the terms of the proposed sublease or assignment; and (iv) reasonable financial information so that Landlord can evaluate the proposed subtenant or assignee under this section. Further Tenant agrees to pay to Landlord a reasonable administrative fee upon request of Landlord prior to Landlord's consideration of Tenant's request for consent to a sublease or assignment.

Landlord shall, within ten (10) business days after receiving the information and fee under this section, give notice to Tenant to permit or deny the proposed sublease or assignment. If Landlord denies consent, it must explain the reasons for the denial. If Landlord does not give notice within the ten (10) business-day period, then Tenant may sublease or assign part or all of the Premises upon the terms Tenant provided to Landlord.

Subleases and assignments by Tenant are subject to the following: (i) terms of this Lease; (ii) the Term shall not extend beyond the Lease Term; (iii) Tenant shall remain liable for all Lease obligations; (iv) consent to one sublease or assignment does not waive the consent requirement for future assignments or subleases; (v) no modification or alteration of the Premises without separate written consent of Landlord and Landlord shall have no obligation to make any modifications or alterations; and (vi) fifty (50) percent of the consideration (Excess Consideration) received by Tenant from an assignment or sublease that exceeds the amount Tenant must pay Landlord, which amount is to be prorated where a part of the Premises is subleased or assigned, shall also be paid to Landlord. Excess Consideration shall exclude reasonable leasing commissions paid by Tenant, payments attributable to the amortization of the cost of Tenant improvements made to the Premises at Tenant's cost for the assignee or sublessee, and other reasonable, out-of-pocket costs paid by Tenant, such as attorneys' fees directly related to Tenant's obtaining an assignee or sublessee. Tenant shall pay this Excess Consideration to Landlord at the end of each calendar year during which Tenant collects any Excess Consideration. Each payment shall be sent with a detailed statement showing the total consideration paid by the subtenant or assignee and any exclusions from the consideration permitted by this paragraph. Landlord shall have the right to audit Tenant's books and records to verify the accuracy of the detailed statement.

Notwithstanding the above, Tenant may allow other additional entities to use the Premises for educational purposes from time to time and may charge a fee for doing so. In such event, Tenant shall be responsible that all users comply with this Lease.

## 12. USE.

The Tenant will use the Premises for Continuing Education and for no other use without the Landlord's prior written consent which the Landlord, in its sole discretion, may refuse. The Tenant will not do, bring, or keep anything in or about the Premises that may cause a cancellation of any insurance covering the Premises. If the rate of any insurance carried by the Landlord is increased as a result of the Tenant's use, the Tenant will pay to the Landlord within 30 days before the date the Landlord is obligated to pay a premium on the insurance or within 10 days after the Landlord delivers to the Tenant a certified statement from the Landlord's insurance carrier stating that the rate increase was caused solely by an activity of the Tenant on the Premises, whichever date is later, a sum equal to the difference between the original premium and the increased premium.

The Tenant will not use the Premises in any manner that will constitute waste, nuisance or unreasonable annoyance to owners or occupants of adjacent properties or to other tenants of the Building or violate any other tenant's lease.

The Tenant will honor the terms and all recorded covenants, conditions and restrictions relating to the property on which the Premises are located. The Tenant agrees to follow all regulations posted by the Landlord on the Premises or adjacent areas relating to the operation and use of the Building and to parking.

## 13. COMPLIANCE WITH LAW.

The Tenant will not use the Premises or permit anything to be done in or about the Premises that will in any way conflict with any applicable law, statute, ordinance or governmental rule or regulation now in force or which may hereafter be enacted. The Tenant will, at its sole cost and expense, promptly comply with all laws, statutes, ordinances and governmental rules, regulations or requirements of any board or fire insurance underwriters or other similar bodies now or hereafter constituted, relating to, or affecting the condition, use or occupancy of the Premises.

## 14. REPAIRS AND MAINTENANCE.

The Landlord will repair and maintain the structural portions of the Building, including the basic plumbing, air conditioning, heating, and electrical systems. Notwithstanding anything to the contrary contained herein, the Tenant will keep, maintain and preserve the Premises in a first class condition. When and if needed, at the Tenant's sole cost and expense, the Landlord will make all repairs and replacements including but not limited to all plumbing, sprinkler, electrical, lighting (including bulbs and ballasts) facilities and equipment within the Premises, fixtures, interior walls, ceilings, floors, windows, doors and plate glass located within the Premises and every part thereof. Tenant shall not be responsible for defects in the Building or structural repairs to the Building or within the Premises.

All damage to the Premises or Building caused by moving the property of the Tenant or its employees, agents, guests, or invitees into or out of the Building and all breakage done by the Tenant, or the agents, servants, employees and visitors of the Tenant, as well as any damage caused by fire due to the negligence of the Tenant or its agents, servants, employees, and visitors will be repaired as determined by the Landlord at the sole expense of the Tenant. In addition, at the Tenant's expense, the Landlord has the right to replace, or require the Tenant to replace, all plate glass, including windows, in or upon the Premises or Building which may be damaged or broken by the Tenant or its employees, agents, guests or invitees during the term hereof.

No person employed by the Tenant or its contractors will perform decorating, repair or other maintenance work in the Premises if they create disharmony or labor unrest in connection with any labor agreements to which the Landlord or its contractors are subject.

If the Tenant fails to perform the Tenant's obligations under this paragraph, the Landlord may, at its option (but shall not be required to), enter the Premises after ten (10) days prior written notice to Tenant (except in the case of an emergency in which case no notice is required) and perform the obligations on the Tenant's behalf. The cost of performing the Tenant's obligation together with interest at the rate of 18% per annum will become due and payable as Additional Rent to the Landlord with the Tenant's next Rent payment. The Landlord will not be liable for any failure to make any such repairs or to perform any maintenance unless the failure persists for an unreasonable time after written notice of the need of such repairs or maintenance is given to the Landlord by the Tenant. Except as provided in paragraph 22 and 23 below there will be no abatement of Rent and no liability of the Landlord by reason of any injury to or interference with the Tenant's occupancy arising from the making of any repair, alterations or improvements in or to any portion of the Building or the Premises or in or to fixtures, appurtenances and equipment therein. The Tenant waives the right to make repairs at the Landlord's expense, except as may be allowed by operation of law after 20 days prior notice to Landlord.

#### 15. ALTERATIONS.

The Tenant will not make or allow any alterations, additions or improvements to or of the Premises without first obtaining the written consent of the Landlord, which consent will not be unreasonably withheld, subject to the remaining provisions of this paragraph. Unless otherwise agreed, any alterations, additions or improvements to or of the Premises, including but not limited to, wall covering, paneling and built-in cabinet work (but excepting movable furniture and trade fixtures) will on the expiration of the Term become a part of the Premises and belong to the Landlord and be surrendered with the Premises. Before consent will be given, the Tenant must submit detailed specifications, floor plans and necessary permits (if applicable) to the Landlord for review. The Landlord has the right to require reasonable changes to such specifications or plans as a condition to giving its consent. In no event will any alterations or improvements affect the structure of the Building or its facade. In addition, as a condition to its consent, the Landlord is entitled to request adequate assurance that all contractors who will perform such work, have in force workers' compensation and such other employee and public liability insurance as the Landlord deems necessary to supplement the insurance coverage provided for in paragraph 16 below. In the event the Landlord consents to the making of any alterations, additions or

improvements to the Premises by the Tenant, the same will be made by the Tenant at the Tenant's sole cost and expense. Any contractor or person selected by the Tenant to make the alterations, additions or improvements shall be first approved in writing by the Landlord. The Tenant will keep the Premises free from any liens arising out of any work performed, materials furnished or obligations incurred by the Tenant and provide Landlord with a written acknowledgement of each contractor agreeing to the terms of this Section. The Landlord may require, at its sole option, that the Tenant provide to the Landlord, at the Tenant's sole cost and expense, a lien and completion bond in an amount equal to one and one-half (1-1/2) times any and all estimated cost of any improvements, additions, or alterations in the Premises to insure the Landlord against any liability for mechanic's and materialmen's liens and insure completion of the work. All work with respect to alterations, additions and improvements must be done in a good and workmanlike manner and diligently prosecuted to completion. At the Landlord's request, the Tenant will remove, at the Tenant's sole cost and expense, any and all alterations, additions or improvements made by the Tenant to the Premises and Tenant will repair and restore the Premises to its original condition prior to the Termination Date.

16. **INSURANCE.**

A. **LANDLORDS INSURANCE.** Landlord shall, during the Term of this Lease, procure and keep in force the following insurance: "all risk" property insurance including without limitation, boiler and machinery (if applicable); sprinkler damage; vandalism; malicious mischief; and demolition. Such insurance shall be in the full amount of the replacement cost of the buildings and improvements, with reasonable deductible amounts, which deductible amounts shall be a reimbursable expense, payable by Tenant pursuant to this Lease. The amount of the deductible which is a reimbursable expense shall not exceed \$1,000.00. Such insurance shall also include rental income insurance, insuring that one hundred percent (100%) of the rentals (as the same may be adjusted hereunder) will be paid to Landlord for a period of up to twelve (12) months if the Premises are destroyed or damaged, as may be required by any mortgagee or any mortgage covering the premises. Further, Landlord shall procure comprehensive general liability (Landlord's risk) insurance against any and all claims for bodily injury, death or property damage occurring in or about the buildings or the land. Such insurance shall have a combined single limit of not less than one million dollars (\$1,000,000.00) and such other insurance as Landlord deems necessary and prudent. For the purposes of this Lease, the above described insurance is referred to as "Property and Liability" insurance. Such insurance shall not cover any leasehold improvements installed on the Premises by or for the benefit of Tenant at its expense, or Tenant's equipment, trade fixtures, inventory, fixtures or personal property located in the Premises.

B. **TENANT'S INSURANCE.** Tenant will, at all times during the term of this Lease, and at its sole cost and expense, maintain bodily injury liability and property damage liability insurance naming the Landlord and any and all of its employees, agents, partners, directors, officers, and assignees (for the purpose of this Lease, hereinafter collectively referred to as "Management") as additional insureds for all sums for which Management becomes or may become legally obligated to pay as damages or awards because of bodily

injury or property damage liability caused by any occurrence or accident and arising out of the maintenance or use of the insured Premises and all operations necessary or incidental thereto. The Tenant shall maintain insurance wherein the insurance carrier has the duty to defend or settle any suit against Management seeking damages on account of such bodily injury or property damage even if any of the allegations of such suit are groundless, false, or fraudulent. The above-mentioned bodily injury and property damage insurance will be for a minimum One Million Dollar (\$1,000,000) combined single limit per occurrence per location with a Two Million Dollar (\$2,000,000) aggregate limit. The Tenant will also, at all times during the term of this Lease and at its sole cost and expense, maintain such insurance, in standard and reasonable amount as would be common, reasonable, and prudent for the type of business operated in the Premises by the Tenant. All insurance will be primary insurance as respect to the Landlord and not participating with any other available insurance. All insurance will be provided by an insurance carrier or carriers rated A+XV or better in Best's Insurance Guide. The insurance will be issued by an insurance company licensed to do business in the State of Iowa and domiciled in the U.S.A. and will not be cancelable unless upon 30 days prior written notice to the Landlord. In no event will the limits of any policy or policies be considered as limiting the liability of the Tenant under this Lease.

The Tenant will provide the Landlord with a certificate evidencing the Tenant's above mentioned insurance naming the Landlord as additional insured prior to occupancy of the Premises and agrees to provide a renewal certificate annually no later than 10 days prior to the expiration of the current policy.

Not more frequently than every two (2) years, if in the opinion of the Landlord's lender or of the insurance broker retained by the Landlord the amount of the Tenant's public liability or property damage insurance coverage at that time is not adequate, the Tenant will increase the insurance coverage as required by such lender or broker.

C. SUBROGATION. Landlord and Tenant each waive any and all rights to recover against the other or against any other Tenant or occupant of the Building, or against the officers, directors, shareholders, partners, joint venturers, employees, agents, customers, invitees or business visitors of such other party or of such other Tenant or occupant of the Building, for any loss or damage to such waiving party arising from any cause covered by any insurance required to be carried by such party pursuant to this Section 16 or any other insurance actually carried by such party. Landlord and Tenant, from time to time, will cause the respective insurers to issue appropriate waiver of subrogation rights endorsements to all policies of insurance carried in connection with the project or the Premises or the contents of the project or the Premises. Tenant agrees to cause all other occupants of the Premises claiming by, under or through Tenant to execute and deliver to Landlord such a waiver of claims and to obtain such waiver of subrogation rights endorsements.

17. **INDEMNITY.**

A. **INDEMNIFICATION.** Tenant will neither hold nor attempt to hold Landlord or its employees or agents liable for, and Tenant will indemnify and hold harmless Landlord, its employees and agents from and against, any and all demands, claims, causes of action, fines, penalties, damages (including consequential damages), liabilities, judgments, and expenses (including, without limitation, attorneys' fees) incurred in connection with or arising from:

- (1) the use or occupancy or manner of use or occupancy of the Premises by Tenant or any person claiming under Tenant;
- (2) any activity, work or thing, done, permitted or suffered by Tenant in or about the Premises;
- (3) any acts, omissions or negligence, of Tenant or any person claiming under Tenant, or the contractors, agents, employees, invitees or visitors of Tenant or any such person;
- (4) any breach, violation or nonperformance, by Tenant or any person claiming under Tenant, or the employees, agents, contractors, invitees or visitors of Tenant, or any such person of any term, covenant or provisions of this Lease or any law, ordinance or governmental requirement of any kind; and
- (5) any injury or damage to the person, property or business of Tenant, its employees, agents, contractors, invitees, visitors or any other person entering upon the Premises or the Project under the express or implied invitation of Tenant;

except for any injury or damage to persons or property on the Premises which is proximately caused by or results proximately from the negligence or deliberate act of Landlord or its employees.

If any action or proceeding is brought against Landlord or its employees by reason of any such claim for which Tenant has indemnified Landlord, Tenant, upon notice from Landlord, will defend the same as Tenant's expense with counsel reasonably satisfactory to Landlord.

B. **WAIVER AND RELEASE.** Tenant, as a material part of the consideration to Landlord for this Lease, by this Section 17 waives and releases all claims against Landlord, its employees and agents with respect to all matters for which Landlord has disclaimed liability pursuant to the provisions of this Lease. Except for any damage or injury to person or property on the Premises which is proximately caused by or results proximately from the negligence or deliberate act of Landlord or its employees, Tenant covenants and agrees that Landlord and its employees will not at any time or to any extent whatsoever be liable, responsible or in any way accountable for any loss, injury, death or damage

(including consequential damages) to persons, property or Tenant's business occasioned by theft, act of God; public enemy; injunction; riot; strike; insurrection; war; court order; requisition; order of governmental body or authority; fire; explosion; falling objections; steam, water, rain or snow; leak or flow of water (including fluid from the elevator system), rain or snow from or into part of the Project or from the roof, street, subsurface or from any other place, or by dampness, or from the breakage, leakage, obstruction or other defects of the pipes, sprinklers, wires, appliances, plumbing, air conditioning or lighting fixtures of the Building; or from construction, repair or alteration of any other Premises in the Building or the Premises; or from any acts or omissions of any other tenant, occupant or visitor of the Building; or from any cause beyond Landlord's control.

C. LIMITATION OF LIABILITY. The Landlord is not liable to the Tenant for any damage to the Tenant or Tenant's property, nor for any injury to or loss of the Tenant's business nor for any damage or injury to any person from any cause except that the Landlord is liable to the Tenant for damage resulting from the willful misconduct of the Landlord or its authorized representatives.

Neither the Landlord nor Landlord's agents will be liable for any damage caused by other tenants or parties in the Building or any of the areas used in connection with the operation of the Building, or for any interference with the light or other incorporeal hereditaments, or caused by construction of any private, public, or quasi public work. The Landlord is not liable for any latent defects in the Building.

18. **CASUALTY DAMAGE.**

If the Premises or any part thereof are damaged by fire or other casualty, the Tenant will give prompt written notice thereof to the Landlord. In case the Building is damaged by fire or other casualty to the extent that substantial alteration or reconstruction of the Building is, in the Landlord's sole opinion, required (whether or not the Premises have been damaged by such fire or other casualty) or in the event any mortgagee under a mortgage or deed of trust covering the Building should require that the insurance proceeds payable as a result of said fire or other casualty be used to retire the mortgage debt, the Landlord may, at its option, terminate this Lease by notifying the Tenant in writing of such termination within sixty (60) days after the date the Landlord receives notice of such damage, in which event the Rent will be abated as of the date of such damage. If the Landlord does not elect to terminate this Lease, the Landlord will within sixty (60) days after the date the Landlord receives notice of the damage commence to repair and restore the Building. The Landlord will proceed with reasonable diligence to restore the Premises within 180 days thereafter subject to force majeure (except that the Landlord is not responsible for delays outside its control) to substantially the same condition in which the Premises were immediately prior to the happening of the casualty. Notwithstanding anything to the contrary contained herein, the Landlord is not required to rebuild, repair or replace any part of the Tenant's furniture or furnishings or fixtures and equipment removable by the Tenant under the provisions of this Lease. The restoration will not exceed the scope of the work done by the Landlord in originally constructing the Building. Further the Landlord will not be required to spend for the restoration an amount in excess of the insurance proceeds actually received by the Landlord as a

result of the fire or other casualty. The Landlord will not be liable for any inconvenience or annoyance to the Tenant or injury to the business of Tenant resulting in any way from such damage or the repair thereof, except that, subject to the provisions of the next paragraph, the Landlord will allow the Tenant a fair diminution of Rent during the time and to the extent the Premises are unfit for occupancy. The Tenant will be liable to the Landlord for the cost and expense of the repair and restoration of the Building to the extent that such cost and expense are not covered by insurance proceeds. Any insurance which may be carried by the Landlord or the Tenant against loss or damage to the Building or to the Premises is for the sole benefit of the party carrying such insurance and under its sole control. The Tenant hereby agrees that the Lease will not automatically terminate by law upon destruction of the Premises.

The Tenant is not entitled to any compensation or damages from the Landlord for loss of the use of the whole or any part of the Premises, the Tenant's personal property or any inconvenience or annoyance occasioned by such damage, repair, reconstruction or restoration. And, if such fire or other casualty results from acts, omissions or neglect of the Tenant or its agents, employees, invitees or visitors, there will be no abatement of Rent as otherwise permitted herein.

#### 19. CONDEMNATION.

If the whole, or any part, of the Premises shall be taken by any public, or quasi-public authority under the power of eminent domain, or conveyed to any such public, or quasi-public authority under threat of exercise of the power of eminent domain, then the terms of this Lease shall cease on that part of the Premises so taken or conveyed (hereinafter referred to as the "condemned portion") from the day the possession of the condemned portion shall be taken by the condemning entity. Unless this Lease is canceled as hereinafter provided, the rent provided for herein commencing with the date possession is acquired by the condemning entity, shall be reduced in proportion to the amount of the Premises taken. In the event of a partial condemnation, Tenant may cancel this entire Lease if the loss of the condemned portion will, in Landlord's sole judgment based upon generally accepted standards applicable to Tenant's business on the Premises, have a significantly impairing effect on such business as to render the premises unfit for its intended use. Such right to cancel may be exercised by Tenant, only:

- a. If Tenant gives to Landlord at least ten (10) days' prior written notice of such cancellation and Landlord agrees in writing;
- b. The effective date of such cancellation of the entire Lease is the same as the date possession was obtained of the condemned portion by the condemning entity; and
- c. Rent is paid in full to the effective date of such cancellation.

All damages awarded for any taking shall belong to and be the property of the Landlord whether such damages shall be awarded as compensation for diminution in value to the leasehold or to the fee of the premises herein leased; provided however, that the Landlord shall not be entitled to any portion of the award made to Tenant for loss of business, depreciation to and cost of removal of stock and trade fixtures.

20. **DEFAULT.**

A. **TENANT'S DEFAULT.** The occurrence of any one or more of the following events shall constitute a default under this Lease by the Tenant:

(1) The vacation or abandonment of the Premises by the Tenant. Abandonment is defined to include, but is not limited to, any absence by the Tenant from the Premises resulting in the Tenant not engaging in its usual and customary business for five (5) business days or longer;

(2) The failure by the Tenant to make any payment of Rent or any other payment required to be made by the Tenant hereunder, as and when due, where such failure continues for a period of ten (10) days following written notice of such failure;

(3) The Tenant's failure to observe or perform any of the covenants, conditions or provisions of this Lease, other than as described in subparagraph ii above, where such failure continues for a period of thirty (30) days after written notice thereof by the Landlord to the Tenant; provided, however, that if the nature of the Tenant's default is such that more than thirty (30) days are reasonably required for its cure, then the Tenant will not be deemed to be in default if the Tenant commences such cure within said thirty (30) day period and thereafter diligently prosecutes such cure to completion;

(4) The making by the Tenant of any general assignment or general arrangement for the benefit of creditors; the appointment of a trustee or a receiver to take possession of substantially all of the Tenant's assets or of the Tenant's interest in this Lease and possession is not restored to the Tenant within thirty (30) days; or the attachment, execution or other judicial seizure of substantially all of the Tenant's assets located at the Premises or of the Tenant's interest in this Lease and such seizure is not discharged in thirty (30) days;

(5) The filing of any voluntary petition in bankruptcy by the Tenant or the filing of any involuntary petition by the Tenant's creditors if the involuntary petition remains undischarged for a period of thirty (30) days. In the event that under applicable law the trustee in bankruptcy or the Tenant has the right to affirm this Lease and perform the obligations of the Tenant hereunder, the trustee or Tenant will, in the time period permitted by the bankruptcy court having jurisdiction, cure all defaults of the Tenant outstanding as of the date of the affirmance of this Lease and provide to the Landlord such adequate assurances as may be necessary to ensure the Landlord of the continued performance of the Tenant's obligations under this Lease. "Adequate assurances" of cure or compensation will only be satisfied by the establishment of an escrow fund for the amount at issue or by bonding. It is covenanted and agreed by the Landlord and

Tenant that the foregoing provision was a material part of the consideration for this Lease. In addition, the Landlord is not obligated to provide the Tenant with any of the services specified in paragraph 7 unless the Landlord has received compensation in advance for such services. The parties agree that the Landlord's estimate of the compensation required with respect to such services controls.

B. **REMEDIES.** In the event of any default or breach by the Tenant, the Landlord may at any time thereafter, with notice and without limiting the Landlord in the exercise of any right or remedy which the Landlord may have by reason of such default:

(1) Terminate the Tenant's right to possession of the Premises by any lawful means in which case this Lease terminates and the Tenant will immediately surrender possession of the Premises to the Landlord. In such event Landlord will be entitled to recover from the Tenant all damages incurred by the Landlord by reason of the Tenant's default including, but not limited to, (a) the cost of recovering possession of the Premises, (b) expenses of reletting including necessary renovation and alteration of the Premises, (c) reasonable attorneys' fees and any real estate commission actually paid, (d) the worth at the time of the award by the court having jurisdiction thereof of the amount by which the unpaid Rent for the balance of the Term after the time of such award exceeds the amount of such Rent loss for the same period that the Tenant proves could be reasonably avoided, and (e) that portion of the leasing commission paid by the Landlord pursuant to paragraph 30 applicable to the unexpired term of this Lease. Unpaid installments of Rent or other sums will bear interest from the date due at the lesser rate of 18% per annum or the maximum allowed by law.

In the event that the Tenant has abandoned the Premises, the Landlord has the option of taking possession of the Premises and recovering from the Tenant the amount specified in this subparagraph or proceeding under the provisions of subparagraph 2 below.

(2) The Landlord may terminate this Lease and immediately repossess the Premises and recover as damages a sum of money equal to the excess of the present value of the Rent required to be paid by the Tenant for the balance of Term plus any other sum of money and damages owed by the Tenant to the Landlord less the present value of the fair market rental value of the Premises for said period. Should the fair market rental value exceed the value of the Rent required to be paid by the Tenant for the balance of the Term, the Landlord has no obligation to pay to the Tenant the excess or any part thereof.

(3) The Landlord may continue this Lease in full force and effect and the Lease will continue in effect as long as the Landlord does not terminate the Tenant's right to possession and the Landlord will have the right to collect Rent when due. During the period the Tenant is in default, the Landlord may enter the Premises and relet them, or any part of them, to third parties for credit to the Tenant's

account. The Tenant will be liable immediately to the Landlord for all costs the Landlord incurs in reletting the Premises, including, without limitation, brokers' commissions, expenses of remodeling the Premises required by the reletting and all other like costs. Reletting may be for a period shorter or longer than the remaining term of this Lease. The Tenant will pay to the Landlord the Rent due under this Lease on the date the Rent is due less the Rent the Landlord receives from any reletting. No act by the Landlord allowed by this paragraph will terminate this Lease unless the Landlord notifies the Tenant that the Landlord elected to terminate this Lease.

The foregoing remedies are not exclusive. The remedies are cumulative in addition to any remedies now or later allowed by law, to any equitable remedies the Landlord may have and to any remedies the Landlord may have under bankruptcy laws or laws affecting creditors' rights generally.

C. DEFAULT BY LANDLORD. The Landlord will not be deemed to be in default in the performance of any obligation required to be performed by it unless and until it has failed to perform such obligations within thirty (30) days after written notice by the Tenant to the Landlord specifying what obligations the Landlord has failed to perform; provided, however, that if the nature of the Landlord's obligation is such that more than thirty (30) days are required for its performance, then the Landlord will not be deemed to be in default if it commences such performance within such thirty (30) day period and thereafter diligently prosecutes the same to completion.

21. SUBORDINATION AND ATTORNMENT.

A. SUBORDINATION AND ATTORNMENT. This Lease is subordinate to the lien of any and all mortgage or mortgages on the Premises, Building or the Land; provided, however, upon notice to Tenant by any such mortgagee, this Lease shall become superior, in whole or in part to the lien of such mortgage. The Landlord reserves the right to subject and subordinate this Lease at all times to the lien of any mortgage or mortgages hereafter placed upon the Landlord's interest in the Premises, Building and/or the Land. Tenant covenants and agrees to execute and deliver upon demand such further instrument or instruments, including an instrument subordinating this Lease to the lien of any such mortgage or mortgages as shall be desired by the Landlord and/or any mortgagees or proposed mortgagees, and hereby irrevocably appoints the Landlord the attorney-in-fact of the Tenant to execute and deliver any such instrument or instruments for and in the name of the Tenant. In the event any proceedings are brought for foreclosure or in the event of the exercise of the power of sale under any mortgage or deed of trust made by Landlord covering the Premises, Tenant will attorn to the purchaser upon any such foreclosure or sale and recognize such purchaser as the Landlord under this Lease.

B. ESTOPPEL CERTIFICATE. The Tenant will at any time, and from time to time, upon not less than three (3) days prior written notice from the Landlord execute, acknowledge and deliver to the Landlord a statement in writing, (a) certifying that this

Lease is unmodified and in full force and effect (or, if modified, stating the nature of such modification and certifying that this Lease as modified, is in full force and effect), and the date to which the Rent and other charges are paid in advance, if any, and that not more than one (1) month's rent has been paid in advance, (b) acknowledging that there are not, to the best of Tenant's knowledge after due inquiry, any uncured defaults on the part of the Landlord hereunder or specifying such defaults if any are claimed and (c) such other matters requested by the Landlord. Any such statement may be relied upon by a prospective purchaser or encumbrancer of all or any portion of the Land of which the Premises are a part. The Tenant's failure to deliver such a statement within such time frame will be conclusive on the Tenant that (a) the Lease is in full force and effect, without modification except as may be represented by the Landlord, (b) that there are no uncured defaults in the Landlord's performance and (c) that not more than one month's rental has been paid in advance.

**22. QUIET POSSESSION.**

Upon the performance of all obligations by Tenant, Tenant shall have full and unimpaired access to the Premises at all times except as provided in paragraphs 18 and 19 of this Lease and as provided in the building rules and regulations.

**23. RULES AND REGULATIONS.**

Tenant, its employees and invitees, shall observe and comply with the rules and regulations issued by Landlord, provided a copy thereof is delivered to Tenant. The Landlord reserves the right, from time to time, to make all reasonable modifications to said rules. Any modifications and additions to those rules will be binding upon the Tenant thirty (30) days following delivery of a copy of said rules and regulations to the Tenant. The Landlord is not responsible to the Tenant for the non-performance of any of said rules by any other Tenants or occupants. In the event a rule or regulation issued by the Landlord conflicts with or is inconsistent with any Lease provision, the Lease provision shall control.

**24. PARKING OF CARS.**

The Tenant and its employees shall park their cars in areas as designated by the Landlord from time to time. The Landlord does not agree to reserve for the exclusive use of Tenant any parking stations which are now built or may hereafter be built to serve the Building in which the Premises are located.

**25. SALE OF PREMISES.**

In the event of any sale of the Building, the Landlord will be and is entirely freed and relieved of all liability under any and all of its covenants and obligations contained in or derived from this Lease arising out of any act, occurrence or omission occurring after the consummation of such sale. The purchaser at such sale or any subsequent sale of the Premises will be deemed, without any further agreement between the parties or their successors in interest or between the parties

and any such purchaser, to have assumed and agreed to carry out any and all of the covenants and obligations of the Landlord under this Lease.

**26. ENTRY BY LANDLORD.**

Landlord, its agents, employees, and contractors may enter the Premises at any time in response to an emergency and at reasonable hours to (a) inspect the same, (b) exhibit the same to prospective purchasers, lenders or tenants, (c) determine whether Tenant is complying with all its obligations in this Lease, (d) supply cleaning service and any other service to be provided by Landlord to Tenant according to this Lease, (e) post notices of non-responsibility or similar notices, or (f) make repairs required of Landlord under the terms of this Lease or repairs to any adjoining space or utility services or make repairs, alterations or improvements to any other portion of the Building; however, all such work will be done as promptly as reasonably possible and so as to cause as little interference to Tenant as reasonably possible. Tenant by this paragraph waives any claim against Landlord, its agents, employees or contractors for damages for: any injury or inconvenience to or interference with Tenant's business, any loss of occupancy or quiet enjoyment of the Premises, or any other loss occasioned by such entry. Landlord will at all times have and retain a key with which to unlock all of the doors in, on or about the Premises (excluding Tenant's vaults, safes, and similar areas designated in writing by Tenant in advance). Landlord will have the right to use any and all means which Landlord may deem proper to open doors in and to the Premises in an emergency in order to obtain entry to the Premises. Any entry to the Premises obtained by Landlord by any means permitted under this paragraph will not under any circumstances be construed or deemed to be a forcible or unlawful entry into or a detainer of the Premises or an eviction, actual or constructive, of Tenant from the Premises, or any portion of the Premises, nor will any such entry entitle Tenant to damages or an abatement of Base Rent, Additional Rent, or other charges which this Lease requires Tenant to pay.

**27. HOLDOVER.**

In case of holding over by the Tenant after expiration or termination of this Lease, the Tenant will pay as liquidated damages double Rent for the entire holdover period and will pay all attorneys' fees and expenses incurred by the Landlord in enforcing its rights hereunder. No holding over by the Tenant after the term of this Lease, either with or without the consent and acquiescence of the Landlord, will extend this Lease for a longer period than one month and holding over with the consent of the Landlord in writing will thereafter constitute under this contract a lease from month to month. If the Tenant fails to surrender the Premises to the Landlord on expiration of the Term as required by this paragraph, the Tenant will hold the Landlord harmless from all damages resulting from the Tenant's failure to surrender the Premises, including without limitations, claims made by a succeeding tenant resulting from the Tenant's failure to surrender the Premises. The foregoing provisions of this Section 27 are in addition to and do not affect the Landlord's right of re-entry or any other right of the Landlord hereunder or as otherwise provided by law.

28. **SIGNS.**

Landlord shall provide Tenant a listing on the Building and floor directories maintained by Landlord for the Building and a sign on exterior wall or door of the Premises inside the Building consistent with other signage in the Building. Other than said listings or sign, Tenant shall not place or have placed any other signs, listings, advertisements or any other notices anywhere else in or on the Building.

29. **SURRENDER OF PREMISES.**

On expiration of this Lease or within 5 days after the earlier termination of the Term, the Tenant will surrender to the Landlord the Premises in good condition (except for ordinary wear and tear occurring after the last necessary maintenance made by the Tenant and destruction to the Premises covered by Section 18). The Tenant will remove all its personal property within the above stated time. The Tenant agrees to perform all restoration made necessary by the removal of any alterations or Tenant's personal property within the time periods stated in this paragraph.

The Landlord may elect to retain or dispose of in any manner any alterations or personal property that the Tenant does not remove from the Premises on expiration or termination of the Term as allowed or required by this Lease by giving at least 10 days notice to the Tenant. Title to any such alterations or personal property that the Landlord elects to retain or dispose of on expiration of the 10-day period will vest in the Landlord. The Tenant waives all claims against the Landlord for any damage to the Tenant resulting from the Landlord's retention or disposition of any such alterations or personal property. The Tenant is liable to the Landlord for the Landlord's costs for storing, removing, and disposing of any alterations or Tenant's personal property.

30. **MISCELLANEOUS.**

A. **BROKERS.** Landlord and Tenant each represent and warrant to the other that neither has consulted or negotiated with any broker or finder with regard to the Premises, except Iowa Realty Commercial, Inc. and Pacific Realty ("Broker"). Each of them will indemnify the other against and hold the other harmless from any claims for fees or commissions from anyone with whom either of them has consulted or negotiated with regard to the premises, except the Broker.

B. **ATTORNEYS FEES.** In the event any legal action is brought to enforce or interpret the provisions of this Lease, the prevailing party is entitled to recover all costs and expenses including reasonable attorneys fees.

C. **WAIVER.** One or more waivers of any covenant or condition of this lease by the Landlord shall not be construed as a waiver of a further breach of the same covenant or condition, and the consent or approval by the Landlord to or of any act by the Tenant requiring the Landlord's consent or approval shall not be deemed to waive or render unnecessary the Landlord's consent or approval to any subsequent similar act by the Tenant.

D. HEADINGS. The article headings used throughout this instrument are for convenience and reference only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Lease.

E. ENTIRE AGREEMENT. This Lease and the Exhibits attached hereto contain the entire agreement between the parties, all previous or contemporaneous agreements being merged herein and waived hereby, and no modifications or amendments hereof or assent or consent of Landlord to any waiver of any part of this Lease, in spirit or letter, shall be deemed as given or made unless the same be done in writing after the date hereof. No promises or representations, except as contained in this Lease, have been made to Tenant respecting the condition of the Premises or the manner of operating the Building.

F. CONSTRUCTION. Whenever herein the singular number is used, the same shall include the Plural, and the masculine gender shall include the feminine and neuter genders and vice versa.

G. BINDING AGREEMENT. The covenants, conditions and agreements contained in this Lease will bind and inure to the benefit of Landlord and Tenant, their respective heirs, successors and assigns.

H. GOVERNING LAW. This Lease will be governed by and construed pursuant to the laws of the State of Iowa.

I. PARTNERSHIP. Nothing contained herein shall be deemed or construed by the parties hereto, nor by any third party, as creating a relationship between the parties hereto other than the relationship of Landlord and Tenant.

J. AUTHORITY. The parties executing this Lease on behalf of Tenant and Landlord each represent to the other that such party is authorized to do so by requisite action of the Board of Directors, or partners, as the case may be and upon request, deliver to the other party a resolution or similar document to that effect evidencing such authority.

K. NOTICES. Whenever under this lease a provision is made for notice of any kind or either party has reason to give notice of any kind to the other, it shall be deemed sufficient notice and service thereof if such notice to the Tenant is in writing addressed to the Tenant at the last known post office address of the Tenant or at the Premises and deposited in the mail with postage prepaid; and if such notice to the Landlord is in writing addressed to the last known post office address of the Landlord where rent is then payable and deposited in the mail with postage prepaid. Notice need be sent to only one Tenant where the Tenant is more than one person or other entity.

L. JOINT AND SEVERAL LIABILITY. If there is more than one Tenant, each Tenant will be jointly and severally liable with each other Tenant for payment and performance according to this Lease.

M. RECORDATION. Tenant shall not record this Lease or any memorandum or short form of it without the prior written consent of Landlord.

N. TIME. Time is of the essence in this Lease.

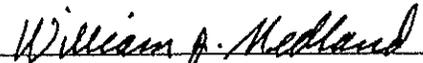
IN WITNESS WHEREOF, this Office Lease is executed on the day and year first above written.

LANDLORD:

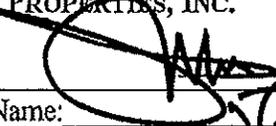
TENANT:

  
\_\_\_\_\_  
WILLIAM C. KNAPP, TRUSTEE OF THE  
WILLIAM C. KNAPP REVOCABLE TRUST

VITERBO COLLEGE

By:   
\_\_\_\_\_  
Name: WILLIAM J. MEDLAND  
Title: PRESIDENT

JSC PROPERTIES, INC.

By:   
\_\_\_\_\_  
Name: JAMES S. COWRIE  
Title: PRES.

By:   
\_\_\_\_\_  
Name: Todd M. Erickson  
Title: V.P. Finance & Administration

SITE PLAN LAYOUT - 4949 WESTOWN PKWY.



JOB: T.I. WORK FOR "VITERBO COLLEGE"

OWNER: KNAPP PROPERTIES, INC - SUITE 100  
 5000 WESTOWN PKWY. W. DES MOINES, IOWA 50266

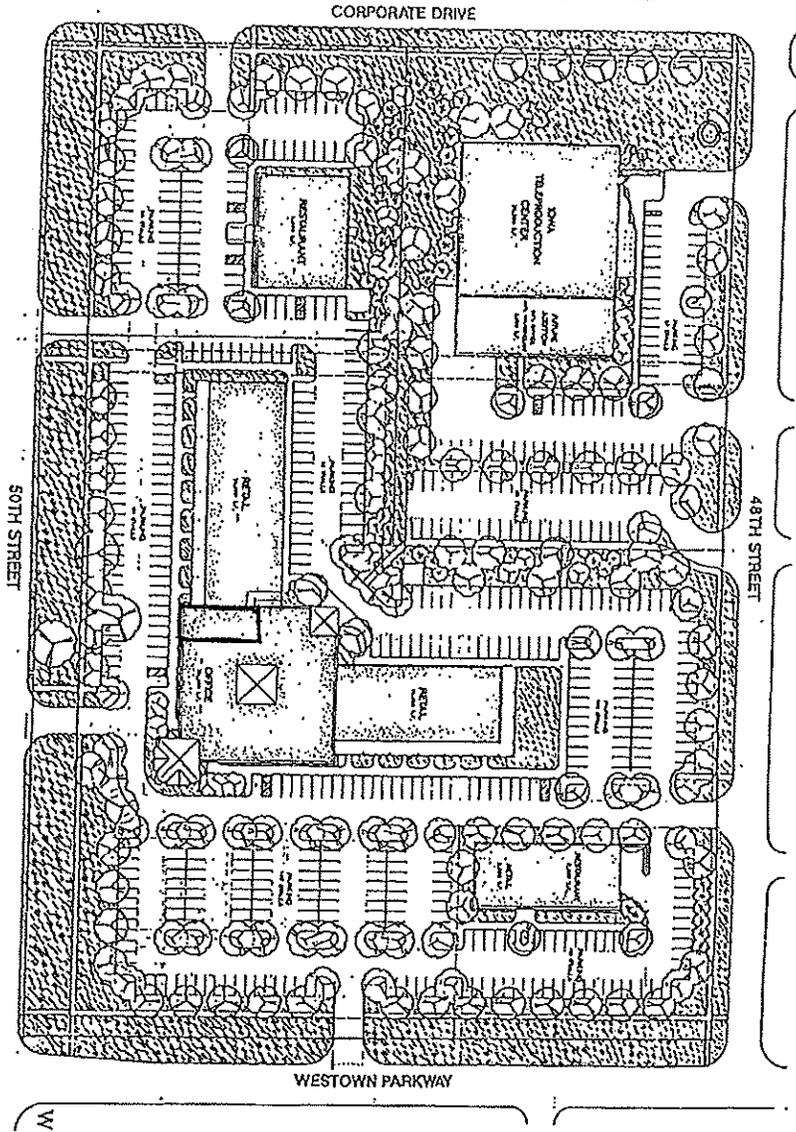
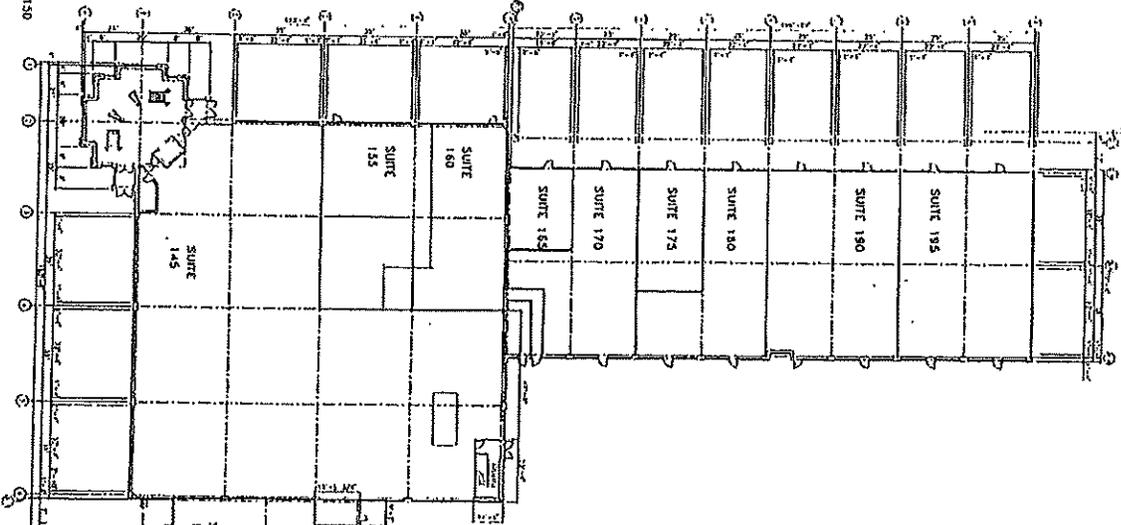


EXHIBIT A - PAGE 1

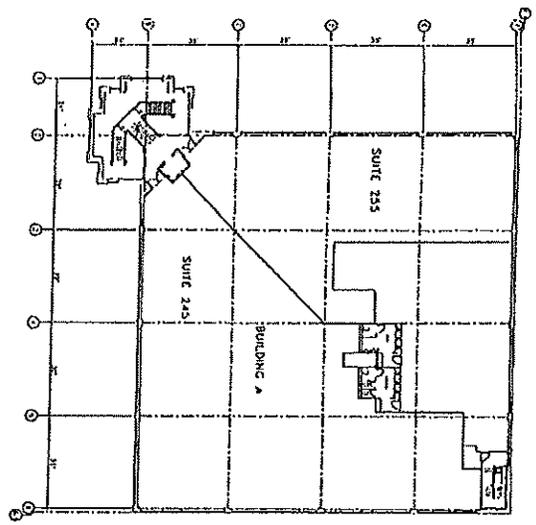
LEGAL -  
 LOT 2 WESTOWN CENTRE, AN OFFICIAL  
 PLAT, NOW INCLUDED IN AND FORMING  
 A PART OF THE CITY OF WEST DES MOINES,  
 POLK COUNTY, IOWA.

General Notes:  
 1. All dimensions are in feet and inches.  
 2. All areas are in square feet.  
 3. All areas are approximate.  
 4. All areas are subject to change without notice.  
 5. All areas are subject to the terms and conditions of the lease agreement.

TOWER  
SUITE 130



FIRST FLOOR



SECOND FLOOR

EXHIBIT A - PAGE 2

BUILDING B			
SUITE 110	OAK WITNER	8,823.14	SQ. FT.
SUITE 112		1,827.88	SQ. FT.
TOTAL AREA BUILDING B		10,651.02	SQ. FT.
BUILDING A FIRST FLOOR			
SUITE 145	REDA	14,310.47	SQ. FT.
SUITE 155, 160		2,188.95	SQ. FT.
TOTAL AREA BUILDING A FIRST FLOOR		16,500.42	SQ. FT.
BUILDING C			
SUITE 165		7,470.00	SQ. FT.
SUITE 170		2,383.00	SQ. FT.
SUITE 175	VICTORIA & CLIENTS	2,401.36	SQ. FT.
SUITE 180	PAULER INC	2,401.36	SQ. FT.
SUITE 185	PECASUS GALLERY	3,531.35	SQ. FT.
SUITE 195	MIDLAND HOMES	3,587.22	SQ. FT.
TOTAL AREA BUILDING C		13,810.82	SQ. FT.
BUILDING A SECOND FLOOR			
SUITE 245	AVERUS PROPERTIES	9,531.77	SQ. FT.
SUITE 240	AVERUS PROPERTIES	6,044.00	SQ. FT.
SUITE 245	AVERUS INSURANCE	3,552.11	SQ. FT.
TOTAL AREA BUILDING A SECOND FLOOR		19,127.88	SQ. FT.

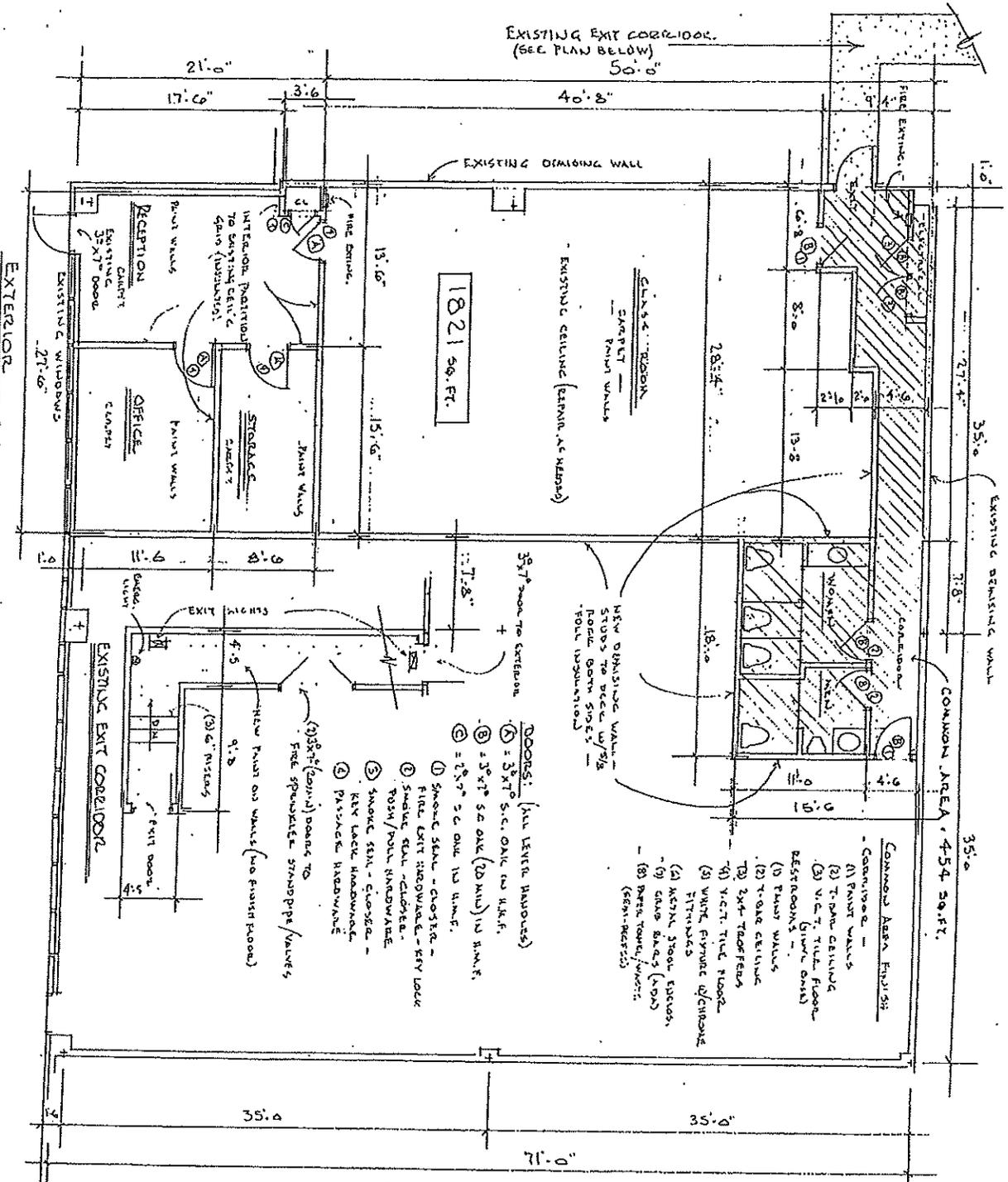
LEASE PLAN

PROJECT INFO  
**50TH & WESTOWN PLAZA**  
 5011 STREET & WESTOWN PARKWAY  
 WEST DES MOINES, IOWA

ENVIRONMENTAL DESIGN GROUP, LTD.  
 ARCHITECTS, ENGINEERS, PLANNERS

SUITE DESCRIPTION  
**LEASE PLAN**

DATE: 11/17/07  
 DRAWN BY: [Signature]  
 CHECKED BY: [Signature]



**EXHIBIT B - PAGE I**

TOTAL SQ. FT. = 5025

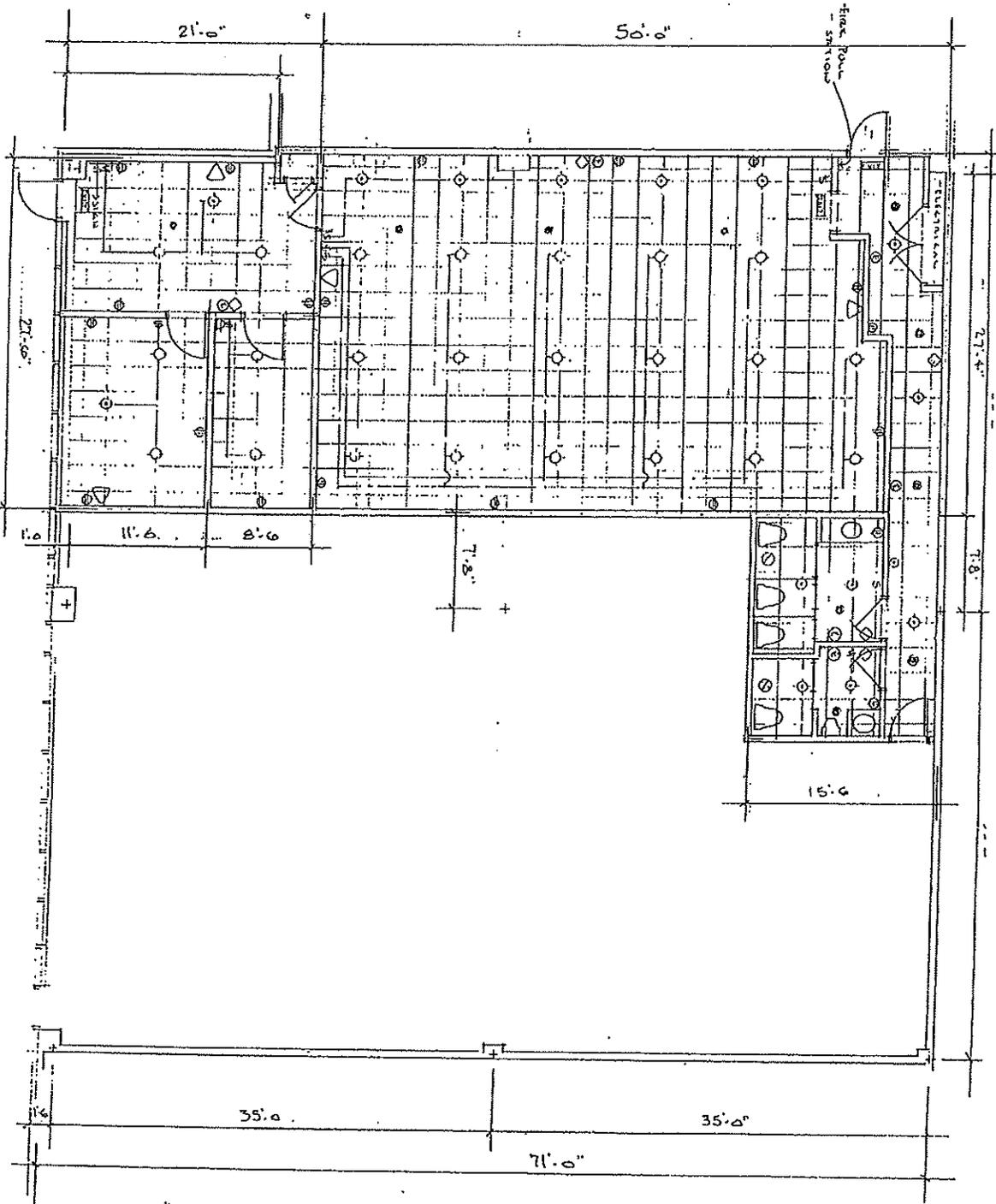
COMMON AREA	454 S.F.
VACANT AREA	2150 S.F.
VITERBO COLLEGE (USABLE SPACE)	1821 S.F.
ONE-HALF COMMON AREA	227 S.F.
VITERBO COLLEGE - REMAINING	2048 S.F.

**FLOOR PLAN LAYOUT**

SCALE 1/8" = 1'-0"

*Viterbo College*  
 N.W. CORNER "BUILDING A"  
 4949 WESTOWN PARKWAY  
 W. DES MOINES, IOWA

KRAPP PROPERTIES, INC



**EXHIBIT B - PAGE 2**

SYMBOLS

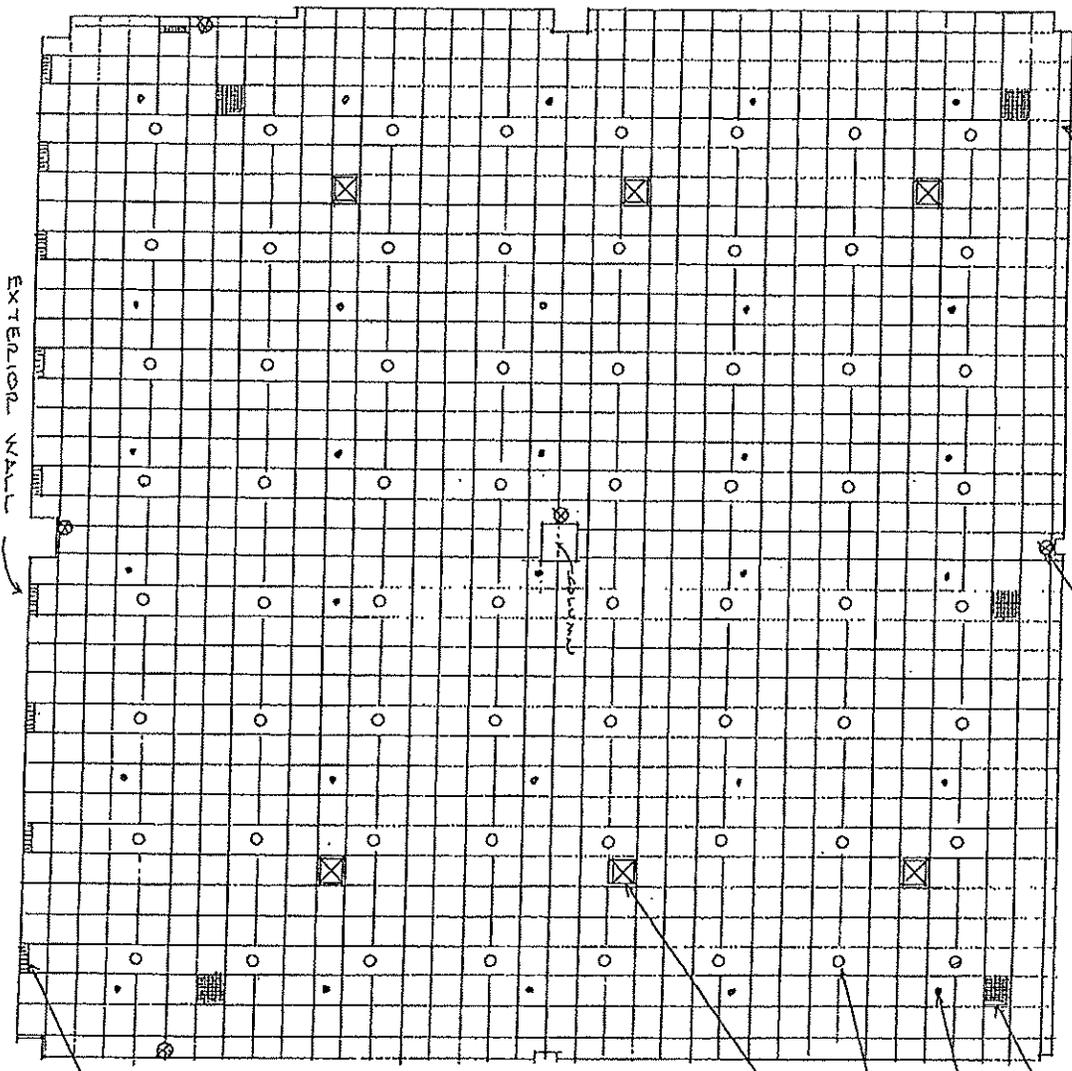
- ⊖ = 2x4 TRUSSESS (EXISTING)
- ⊖ = 2x4 TRUSSESS (BARACENTS OR NEW)
- ⊖ = EMERGENCY LIGHT (BATTERY BACK-UP)
- ⊖ = EXIT LIGHT (BATTERY BACK-UP)
- ⊖ = SWITCH (TRUCK W/RY)
- ⊖ = TELE/DATA (BUBBLE BOX W/2195 TO ABOVE LEVEL)
- ⊖ = NOON/STOPS
- ⊖ = SMOKE DETECTOR (TIE TO MAIN SYSTEM)
- ⊖ = EXHAUST SYSTEM

NOTES:

- (1) LIGHTS IN EXIT CORRIDOR CONTROLLED FROM FLEET, ROOM 1, 50X
- (2) SWITCH TO SIGN - JUNCTION BOX ABOVE CEILING (DO NOT PULLY THRU - NO EXTENSION)
- (3) FIRE PULL SYMBOLS (SEE PLAN @ LEFT)
- (4) CIRCUIT GRID SHOWN = EXISTING

ELECTRICAL PLANK

SCALE: 1/8" = 1'-0"



ELECTRICAL PANEL

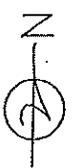
MINI THERMOSTAT (300) 5 TOTAL

RETURN AIR GRILL (TR) 5 TOTAL EXHIBIT B - PAGE 3

FIRE SPRINKLER HEAD (TR) 30 TOTAL

2x4 TROFFER LIGHT (TR) 64 TOTAL

2x2 CEILING DIFFUSER (TR) 6 TOTAL



EXISTING REFLECTED CEILING PLAN

SCALE 1/8" = 1'-0"

4949 WESTOWN PLWY  
W. DES MOINES, IOWA

5000 ± VACANT SPACE

SLOT DIFFUSER (TR) 10 TOTAL

EXTENSION WALL

KADAMP PROPERTIES, INC

COPY

FIRST AMENDMENT TO LEASE AGREEMENT

THIS AGREEMENT, is made this 17<sup>th</sup> day of September 2001, by and between THE TRUSTEES OF THE WILLIAM C. KNAPP REVOCABLE TRUST and JSC PROPERTIES, INC., with their business address as 5000 Westown Parkway, Suite 100, West Des Moines, Iowa 50266 (hereinafter referred to as "Landlord") and VITERBO COLLEGE, an Iowa corporation, with its business address as 4949 Westown Parkway, Suite 160, West Des Moines, Iowa 50266 (hereinafter referred to as "Tenant").

WITNESSETH:

WHEREAS, Landlord entered into an Office Lease (the "Lease") with Tenant for approximately 2,048 square feet referred to as Suite 160 at 4949 Westown Parkway, West Des Moines, Iowa;

WHEREAS, Tenant has requested an amendment of the Lease to extend the Lease for an additional three years; and

WHEREAS, Landlord is agreeable to Tenant's request.

NOW, THEREFORE, in consideration of the sum of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration the receipt of which is hereby acknowledged, it is mutually agreed as follows:

1. Term. Paragraph 2 of the Lease is hereby amended to provide that the Termination Date shall be the 31<sup>st</sup> day of December 2004.
2. Base Rent. Paragraph 5 of the Lease is hereby amended to provide that the Base Rent for the period of January 1, 2002 through December 31, 2004, shall be \$1,891.00 per month payable in advance.
3. Landlord Agreed Work. Landlord agrees upon execution of this First Amendment by Tenant to touch-up paint throughout the Premises and to clean all carpets.
4. Control. All other terms of the Lease shall remain unchanged and in full force and effect as originally written. In the event of a conflict between the terms of this Amendment and the Lease, the terms herein shall control.
5. Authority. The signature of any person to this Agreement shall be deemed a personal warranty that they have the power and authority to bind any corporation, partnership or other business entity for which they propose to act.

[Signatures appear on the following page]

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year first above written.

TENANT:

VITERBO COLLEGE

By: William J. Medland  
William J. Medland, President

By: Todd M. Ericson  
Todd M. Ericson, VP Finance & Administration

LANDLORD:

WILLIAM C. KNAPP, TRUSTEE OF THE  
WILLIAM C. KNAPP REVOCABLE TRUST

By: Gerard D. Neugent  
Gerard D. Neugent, Co-Trustee

JSC PROPERTIES, INC.

By: James S. Cownie  
James S. Cownie, President

## SECOND AMENDMENT TO LEASE AGREEMENT

THIS AGREEMENT, is made this 22nd day of August 2005, by and between KC REAL ESTATE, L.C., with its business address as 4949 Westown Parkway, Suite 200, West Des Moines, Iowa 50266-6704 (hereinafter referred to as "Landlord") and VITERBO UNIVERSITY, a Wisconsin corporation, with its business address as 4949 Westown Parkway, Suite 160, West Des Moines, Iowa 50266 (hereinafter referred to as "Tenant").

### WITNESSETH:

WHEREAS, Landlord's predecessor entered into a Lease Agreement and First Amendment (collectively the "Lease") with Tenant for approximately 2,048 net rentable square feet referred to as Suite 160 at 4949 Westown Parkway, West Des Moines, Iowa;

WHEREAS, Tenant is interested in relocating to other space within the Building and extending the term of such Lease all on the terms and conditions contained herein.

NOW, THEREFORE, in consideration of the sum of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration the receipt of which is hereby acknowledged, it is mutually agreed as follows:

1. The Term of the Lease is hereby extended until October 31, 2011.
2. Commencing as of November 1, 2005, the definition of Premises shall be changed to Suite 195 which contains 3,600 rentable square feet as shown on the attached floor and building plan.
3. Commencing as of November 1, 2005, the definition of Base Rent as described in Article Five of the Lease shall be amended to be Eleven Dollars (\$11.00) per square foot, per year payable in the sum of **THREE THOUSAND THREE HUNDRED AND NO/100 DOLLARS (\$3,300.00)** per month on or before the first day of each month during the Term hereof.
4. Commencing as of November 1, 2005, the definition of Tenant's Proportionate Share as described in Article 6A (2) of the Lease shall be amended to read as follows:
  - (2) "Tenant's Proportionate Share" shall mean five and seven-tenths percent (5.7%) of Taxes and Operating Expenses, which percentage has been determined by dividing the net rentable square feet of the Premises by the total net rentable square feet contained in the Building (63,152 square feet). In the event the rentable square feet of the Premises or the total Building changes, then Landlord reserves the right to adjust the Tenant's Proportionate Share.

In the event certain Operating Expenses are incurred at the Building that are not attributable to all tenants (i.e. janitorial costs), then Landlord reserves the right to allocate such Operating Expenses to tenants using the tenants' ratable share of such Operating Expenses.

Any Operating Expenses deemed to vary with Building occupancy, incurred while the Building is less than 100% occupied, will be allocated ratably to tenants occupying the Building during the year, or portion of year affected.

5. The Landlord shall undertake immediately upon the full execution of this Agreement the tenant improvements described on Exhibit "B" attached hereto and made a part hereof. Other than such actions, Landlord has no obligation whatsoever to alter, remodel, improve, repair, decorate or paint the Premises or any part thereof. The parties acknowledge and affirm that the Landlord has made no representations to the Tenant respecting the condition of the Premises or the Building except as specifically set forth herein. If Landlord completes the tenant improvements prior to November 1, 2005, and Tenant desires to take early possession then such early possession shall be granted pursuant to the terms of the Lease including a prorated rent for the period of early possession.

6. All other terms of the Lease shall remain unchanged and in full force and effect as originally written.

7. The signature of any person to this Agreement shall be deemed a personal warranty that they have the power and authority to bind any corporation, partnership or other business entity for which they propose to act.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year first above written.

TENANT:

VITERBO COLLEGE UNIVERSITY  
a Wisconsin corporation

By: 

(Name and Title):

Jack M. Erbes, V.P. Finance/Admin.

By: \_\_\_\_\_

(Name and Title):

**LANDLORD:**

**KC REAL ESTATE, L.C.**  
an Iowa limited liability company

**By: WILLIAM C. KNAPP, L.C.**  
an Iowa limited liability company

By: \_\_\_\_\_  
Gerard D. Neugent, Manager

**By: JSC PROPERTIES, INC.**  
an Iowa corporation

By: \_\_\_\_\_  
James S. Cownie, President

*Knapp Properties, Inc.  
Commercial Tenant Remodel Specifications  
4949 Westown Parkway  
Yterbo University  
July 7, 2005*

**EXHIBIT B**

Reference Plan Dated: July 7, 2005

Standard General Notes:

1. Fur out all columns, pipes, exposed concrete block, etc. providing a typical drywall wall finish
2. All improvements performed by the tenant or tenant's subcontractors must be done per applicable city and state codes
3. All telephone & data wiring to be done by the tenant at their own expense (unless otherwise noted)
4. All appliances are by the tenant (unless otherwise noted)
5. Exterior doors are to be keyed by the contractor (interior doors that require locksets are to be keyed by the contractor as well)
6. Any exterior doors, restroom doors must have a door closer installed
7. All existing and new restrooms must have mirrors, grab bars, pipe wraps included per ADA codes
8. Construction site should be kept clean and organized at all times
9. All construction material must be stored within the tenant space unless approved by Knapp Properties
10. Contractor must have space thoroughly cleaned at the end of the job, including the waxing of any hard surface floors done by a professional cleaning company.

Standard Specifications:

Doors/Frames/Hardware/Carpet

1. Standard interior door slabs and hollow metal frames are 3'0"x7'0"
2. Interior door slabs are to match existing door styles and be solid core
3. All hardware must comply with ADA regulations
4. Hardware must match existing hardware in color if hardware is existing
5. All interior hardware is to be passage sets (except single restrooms -- locksets are needed)
6. Standard carpet is J & J Commercial, Variety

### **Partition Walls**

1. Standard interior partition walls are 3-5/8" metal studs 16" O.C. with 5/8" (type x) gypsum wall board that will be built from floor to 6" above ceiling grid -- all interior walls will be this standard unless noted otherwise on the plan
2. Standard demising walls are 3-5/8" metal studs 16" O.C. with 5/8" (type x) gypsum wall board with the entire wall insulated -- these walls will be construction from the floor to the deck and must have complete fire safing done per code

### **Standard Electrical**

1. Lighting is to match the existing lighting that is currently in the space and meet a standard foot candle level of 55
2. Electrical layout assumptions are the following (unless noted different):
  - 3 -- duplexes per office (6-8 duplexes per 20 amp circuit)
  - 6 -- duplexes per conference room
  - 1 -- light switch per office
  - 1 -- telephone/data rough-in per office (must include conduit & pull-string)
  - 2 -- telephone/data rough-ins per conference room (must include conduit & pull-string)
  - 3 -- dedicated outlets for different office use
3. Install pedestal mounted baseboard heat at full-height glass
4. Electrical contractor must have all smoke detectors, pull stations, horn/strobes, emergency lights and exit lights included in their bids per city codes.

### **Standard HVAC/Plumbing/Sprinkler**

1. All heating and cooling requirements are to match the existing building design. All new thermostats, diffusers, returns, etc must match existing building elements.
2. In first generations spaces, include 2' slot diffusers along perimeter glass lines.
3. All new restrooms are to have new exhaust fans installed, existing restrooms that currently do not have them must have them installed.
4. All supply and return diffusers are to be cleaned or replaced if dirty or damaged.
5. All new sprinkler heads are to match existing in building and must be installed per city codes -- all existing heads that need to be relocated because of new construction must be done per city codes.

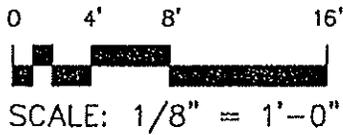
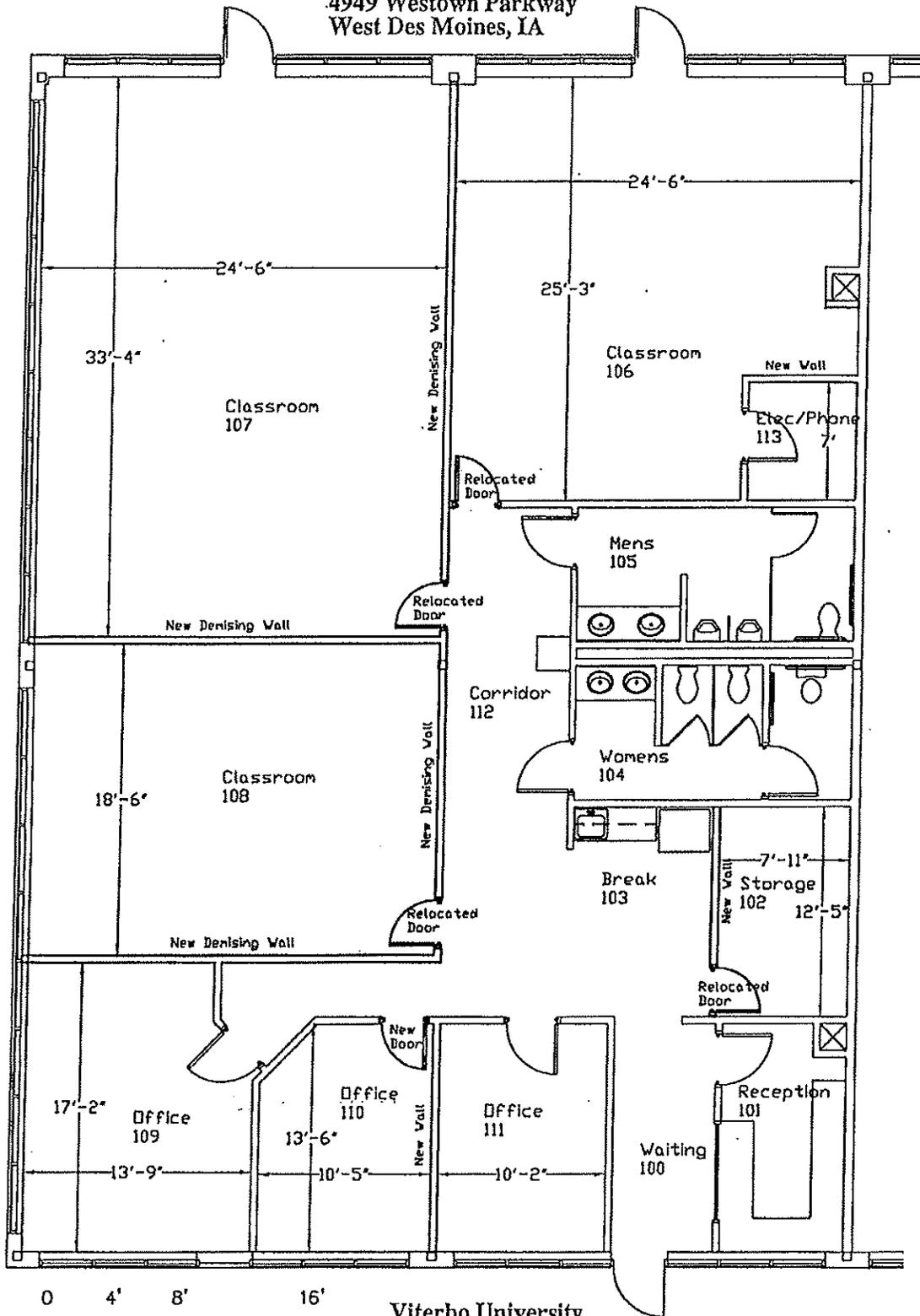
## ROOM SPECIFICATIONS

ROOM(S)	FLOOR	BASE	WALLS	CEILING HEIGHT	LIGHTING/ELECTRIC	MECH	PLUMBING	CABINETRY	OTHER
100, 101, 103, 109, 110, 111, 112	Carpet	Vinyl	Paint	Existing -- repair as needed for new and demo walls	Light: Std Elec: Std	Std	As-is	As-is	<ul style="list-style-type: none"> <li>Demo cabinets from Office 112</li> <li>Leave bulkhead in Offices 110, 111 -- new wall will not have bulkhead</li> </ul>
102	Carpet	Vinyl	Paint	Existing -- repair as needed for new and demo walls	Light: Std Elec: Std + 2 dedicated outlets	Std	N/A	N/A	
104, 105	As-is	As-is	As-is	As-is	As-is	As-is	As-is	As-is	
106, 107, 108	Carpet	Vinyl	Paint	Existing -- repair as needed for new and demo walls	Light: Std Elec: 6 outlets per room + phone/data rough-in	Add 5 ton RTU to adequately cover heating & cooling for all classrooms	N/A	N/A	
113	As-is	Vinyl	Paint	Existing -- repair as needed for new walls	Light: Std Elec: As-is	As-is	N/A	N/A	

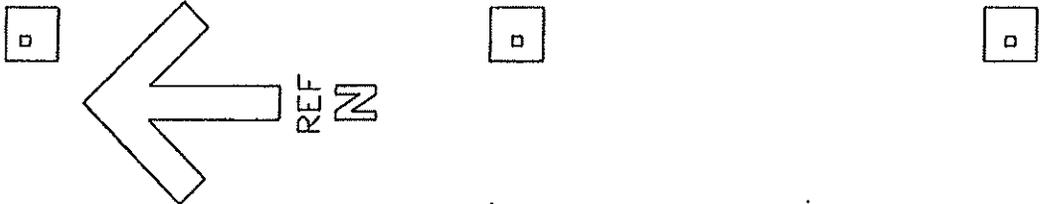
### ADDITIONAL NOTES SPECIFIC TO THIS PROJECT:

- All walls and doors are existing unless marked new.

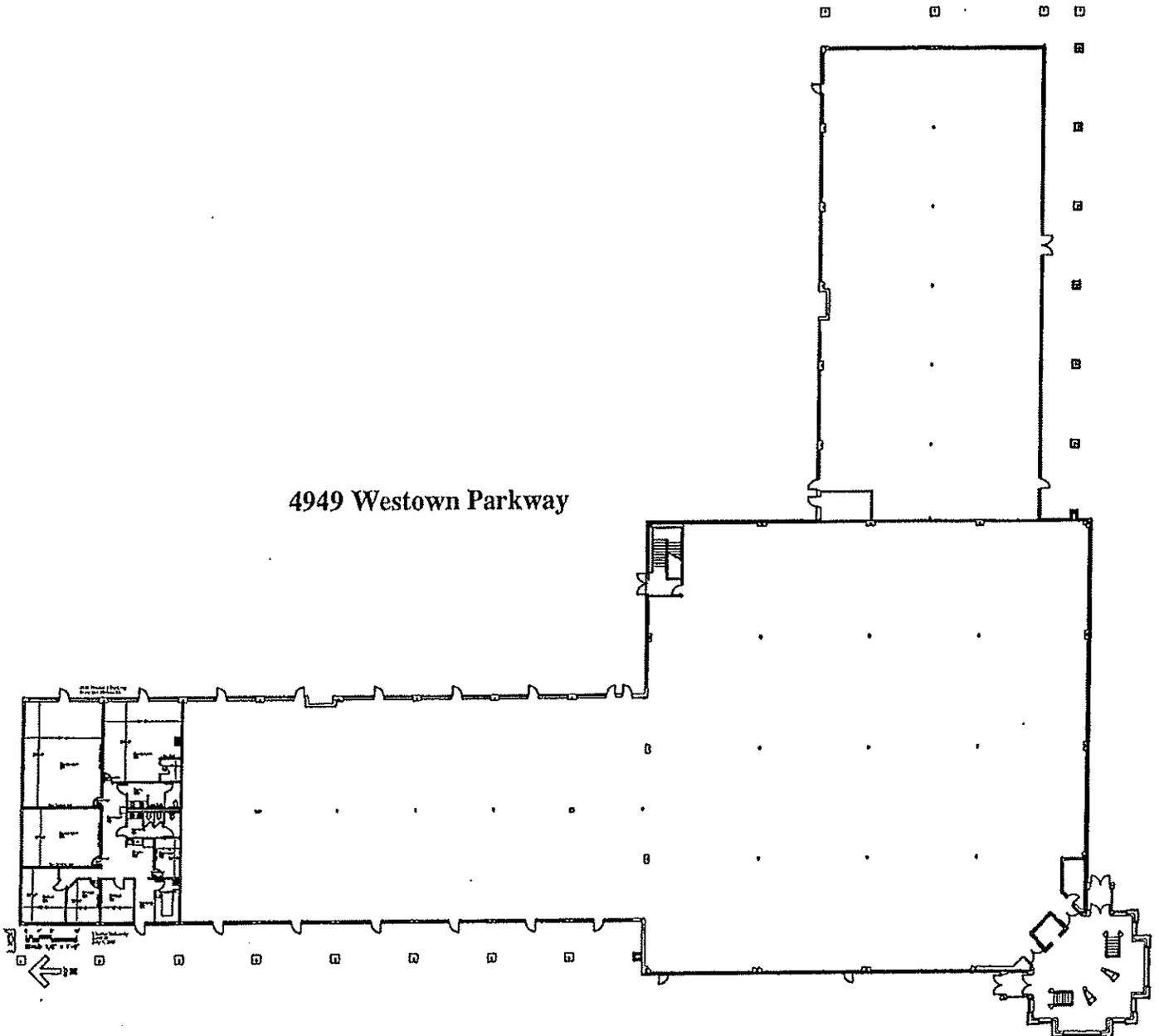
4949 Westown Parkway  
West Des Moines, IA



Viterbo University  
3,600 SF  
July 7, 2005



4949 Westown Parkway



### THIRD AMENDMENT TO LEASE AGREEMENT

THIS AGREEMENT, is made this 7<sup>th</sup> day of July 2008, by and between KC REAL ESTATE, L.C., with its business address as 4949 Westown Parkway, Suite 200, West Des Moines, Iowa 50266-6704 (hereinafter referred to as "Landlord") and VITERBO UNIVERSITY, a Wisconsin corporation, with its business address as 4949 Westown Parkway, Suite 160, West Des Moines, Iowa 50266 (hereinafter referred to as "Tenant").

#### WITNESSETH:

WHEREAS, Landlord's predecessor entered into a Lease Agreement and First Amendment and Second Amendment (collectively the "Lease") with Tenant for approximately 3,600 net rentable square feet referred to as Suite 195 at 4949 Westown Parkway, West Des Moines, Iowa;

WHEREAS, Tenant is interested in expanding into the adjacent 1,584 square feet adjacent to its current Premises all on the terms and conditions contained herein.

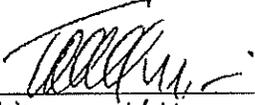
NOW, THEREFORE, in consideration of the sum of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration the receipt of which is hereby acknowledged, it is mutually agreed as follows:

1. The Term of the Lease is hereby extended until October 31, 2013.
2. Commencing as of July 15, 2008, the definition of Premises shall be changed to 5,184 rentable square feet as shown on the attached floor and building plan. Tenant shall take such expansion space in its current condition.
3. Commencing as of July 15, 2008, the definition of Base Rent as described in Article Five of the Lease shall be **FOUR THOUSAND SEVEN HUNDRED FIFTY-TWO AND NO/100 DOLLARS (\$4,752.00)** per month (\$11.00 per square foot per annum) on or before the first day of each month during the Term hereof.
4. Commencing as of July 15, 2008, the Tenant's Proportionate Share shall be eight and two-tenths percent (8.2%) of Taxes and Operating Expenses, which percentage has been determined by dividing the net rentable square feet of the Premises by the total net rentable square feet contained in the Building (63,152 square feet).
5. All other terms of the Lease shall remain unchanged and in full force and effect as originally written.
6. The signature of any person to this Agreement shall be deemed a personal warranty that they have the power and authority to bind any corporation, partnership or other business entity for which they propose to act.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year first above written.

**TENANT:**

**VITERBO UNIVERSITY**  
a Wisconsin corporation

By: 

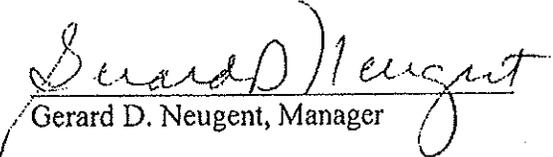
(Name and Title):

Todd M. Erickson, VP Finance/Admin

**LANDLORD:**

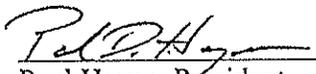
**KC REAL ESTATE, L.C.**  
an Iowa limited liability company

By: **WILLIAM C. KNAPP, L.C.**  
an Iowa limited liability company

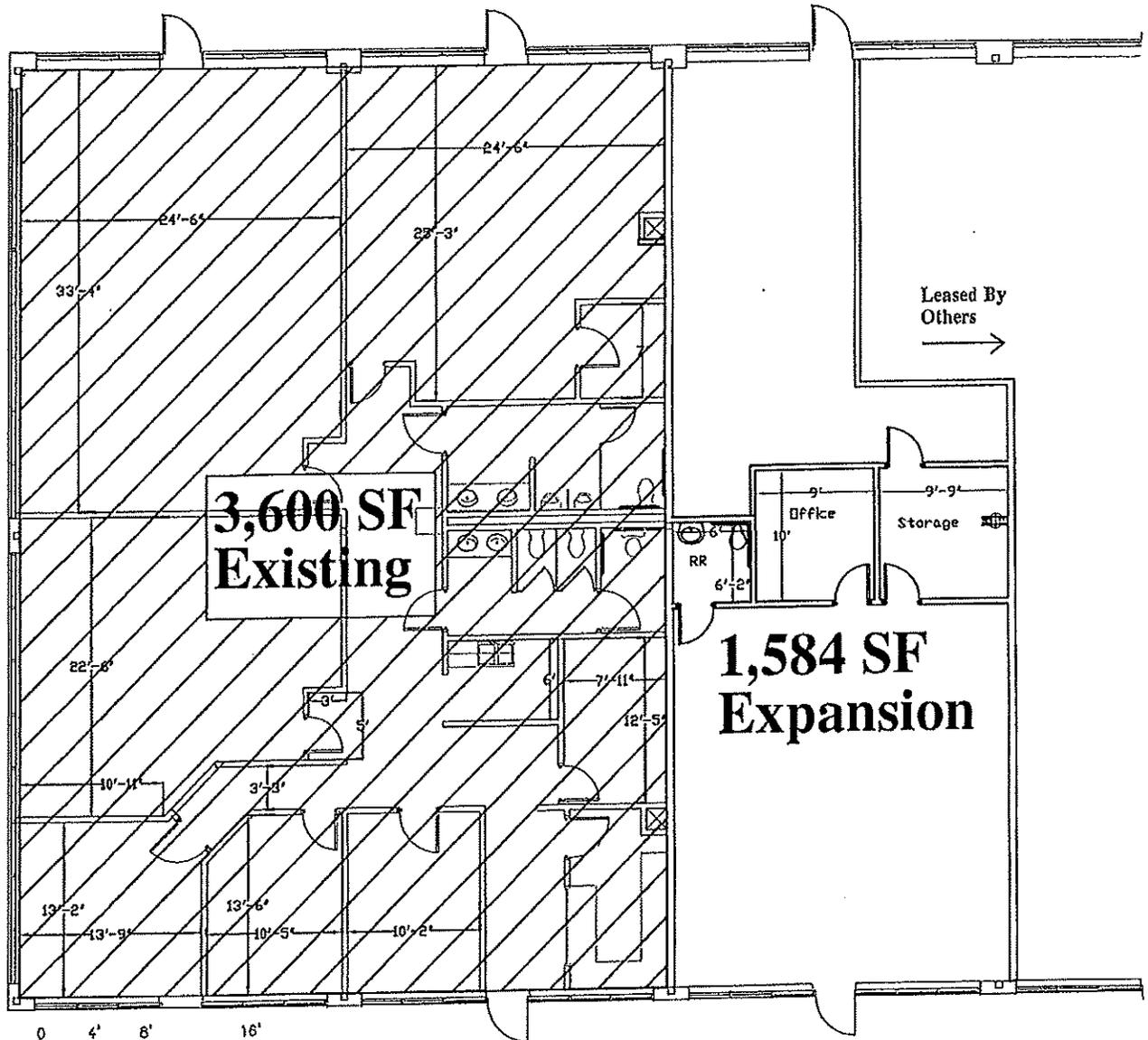
By: 

Gerard D. Neugent, Manager

By: **JSC PROPERTIES, INC.**  
an Iowa corporation

By: 

Paul Hayes, President



Viterbo University  
 3,600 SF Existing and 1,584 SF Expansion  
 4949 Westown Parkway, West Des Moines  
 Suite 195

Knapp Properties, Inc.  
 4949 Westown Parkway  
 Suite 200  
 West Des Moines, IA  
 50266  
 Ph#515-223-4000  
 Fax#515-222-5220  
 WWW.KNAPPROPERTIES.COM





## **Appendix 15**

### **Commitment Letter**



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900 Viterbo Drive  
La Crosse, WI 54601

February 9, 2012

Dr. Carolyn Small  
Iowa College Student Aid Commission  
Postsecondary Approval and Registration Administrator  
603 East 12th Street, FL 5th  
Des Moines, IA 50319

Dear Dr. Small:

Viterbo University has been offering graduate courses in Iowa since 1987. The first graduation ceremony for the Master of Arts in Education degree took place in 1990. Viterbo has had a consistent physical presence in Iowa since the opening of an office in West Des Moines in 1994. Viterbo graduate programs in education have a long and successful track record of serving Iowa teachers who are in need of professional development, add-on endorsements/licensures or master's degrees. Our goal is to meet the needs of teachers so they can best meet the needs of students in Pk-12 classrooms.

Viterbo University is committed to help all students complete the graduate programs in which they are enrolled. We plan to continue current Iowa graduate programming in education offerings. In the unfortunate event that our Iowa programming would end, Viterbo University would advise and guide all Iowa students to program completion through Viterbo or, if needed, through other institutions.

Thank you for your support of Viterbo University.

Sincerely,

  
Richard B. Artman  
President

## **Appendix 16**

### **Course Locations and Contact Information**

Approved Sites Provider	Courses Currently Offered at:	Address	City	State	Zip Code	Phone	Fax	Contact
Northrop Community Education Center	Northrop Community Education Center	201 6th Street NW	Rochester	MI	55901	507-281-7339	no fax there	Steve Fanning
Woman's Well Center	Woman's Well Center	1785 Lacrosse Avenue	St Paul	MN	55119	651-739-7953	651-739-7475	Delmarie Gibeay
Appleton Sch District	Xavier High School	1600 W PROSPECT AVE	Appleton	WI	54914-5113	920-733-6632	920-733-5513	Matt Reynebeau
Ashland CESA 12	Ashland CESA 12	618 BEASER AVE	Ashland	WI	54805-2751	715-682-2363	715-682-7244	James Lee, Tom Potterton
Baraboo South Central Education Association	Baraboo South Central Education Association	135 3RD AVE	Baraboo	WI	53913-2421	866-490-7232	608-356-2032	Bill Froelich, Teri Smith
Chippewa Falls School District	Parkview Elementary School	501 JEFFERSON AVE	Chippewa Falls	WI	54729-1332	715-720-3750	715-720-3755	Robert Severson
Chippewa Valley Technical College	Chippewa Valley Technical College	770 Scheidler Road	Chippewa Falls	WI	54729	715-738-3840	715-723-2227	Raeann Hutchinson, Beth Peterson
Columbus School District	Columbus School District	200 W SCHOOL ST	Columbus	WI	53925-1453	920-623-5950	920-623-5958	David DeGuire
De Forest Middle School	De Forest Area Middle School	404 YORKTOWN RD	De Forest	WI	53532-1733	608-842-6000	608-842-6015	Susan Wilson
Eau Claire School District	Regis High School	2100 FENWICK AVE	Eau Claire	WI	54701-4421	715-830-2271	715-830-5461	Bill Uelmen
Fennimore CESA 3	Fennimore CESA 3	1300 INDUSTRIAL DR	Fennimore	WI	53809-9702	608-822-3276	608-822-3276	Nancy Hendrickson, Terri Iverson
Fort McCoy	Fort McCoy	100 East Headquarters Road	Fort McCoy	WI	54556-5263			
CESA 8	CESA 8	223 W. PARK ST. PO BOX	Gillett	WI	54124-0320	920-855-2114	920-855-2299	Dr. Robert Kellogg, Jeff Bentz
Green Bay Center	Green Bay Center	3061 ALLIED ST STE A	Green Bay	WI	54304-5535	920-403-1164	no fax there	Christine Valenti, no one at site
Blackhawk Technical College	Blackhawk Technical College	6004 S CITY RD G	Janesville	WI	53548-9458	608-757-7736	no fax there	Staci Nielson
Janesville School District	Janesville School District	527 S FRANKLIN ST	Janesville	WI	53548-4779	608-743-5000	608-743-7491	Dr. Kim Ehrhardt
Kewaskum School District Administrative Center	Kewaskum School District Administrative Center	1675 REIGLE DR STE 100	Kewaskum	WI	53040-8923	262-626-8427	262-626-2961	Anne Ignatowski
Lakeland College-Madison Campus	Lakeland College-Madison Campus	3597 Anderson Street Ste 101	Madison	WI	53704	608-244-2725	608-244-2874	Peggy Cunningham
Columbus High School	Columbus High School	710 S COLUMBUS AVE	Marshfield	WI	54449-3413	715-387-1177	715-384-4535	Steven Van Wyke
Middleton Cross-Plains School District	Middleton High School	2100 BRISTOL ST	Middleton	WI	53562-2746	608-829-9660	608-829-9660	Nancy Wyrngaard
Oconto Elementary School	Oconto Elementary School	810 SCHERRER AVE	Oconto	WI	54153-1110	920-834-7808	920-834-9884	Brad Gilbert, Dr. Sara Croney
CESA 6	CESA 6	2300 STAYE RD. 44, P.O. Box 2568	Oshkosh	WI	54904-9137	920-233-2372	920-424-3478	Juan Wade, Jeff Hinds
Portage School District	Portage High School	301 E COLLINS ST	Portage	WI	53901-3424	608-742-8545	608-742-4950	Charles Poches
Pulaski High School	Pulaski High School	1040 S SAINT AUGUSTINE ST	Pulaski	WI	54162-9450	920-822-6700	920-822-6005	Darlene Godfrey, Mark Heck
Holiday Inn	Holiday Inn	1000 IMPERIAL AVE	Rothschild	WI	54474-7957	715-355-1111	715-355-6701	Wendy Krug
Shawano School District	Shawano Community High School	220 COUNTY ROAD B	Shawano	WI	54166-7054	715-526-2175	715-526-6072	Steve Miller
Paceil High School	Paceil High School	1301 MARIA DR	Stevens Point	WI	54481-1142	715-341-2442	715-341-6779	Jeffrey Bingham
Tomahawk CESA 9	Tomahawk CESA 9	304 KAPHAEM RD	Tomahawk	WI	54487-7800	715 453-2141	715-453-7519	Karen Wendorf-Heldt, Jayne Wemer
Westwood Conference Center	Westwood Conference Center	1800 Westwood Center Boulevard	Wausau	WI	54401	715-847-9436	715-848-5325	Becky Thelen
Viterbo University-Milwaukee Center	Viterbo University-Milwaukee Center	2323 S 109TH ST STE 375	West Allis	WI	53227-1912	414-321-4210	414-321-9113	Christine Valenti
West Salem CESA 4	West Salem CESA 4	923 GARLAND ST E	West Salem	WI	54659-1331	608-786-4800	608-786-4801	Guy Leavitt, Mary Fitzwater,
Hilton Garden Inn	Hilton Garden Inn	101 E HIAWATHA DR	Wisconsin Dells	WI	53965-9756	608-253-1100	608-254-5665	Billie Finco
Hotel Mead	Hotel Mead	451 E GRAND AVE	Wisconsin Rapids	WI	54494-4853	715-423-1500	715-423-1510	Nicole Riggs
								Sandra Gramoski

## **Appendix 17**

### **Complaint Policies and Procedures**

- 2) The service of alcoholic beverages may be approved by the vice president for student development when it can be shown in advance that the majority of students in attendance will be 21 years of age or older.

D. Alcohol is permitted in residence hall rooms only when all room occupants and all individuals present in the unit are 21 years of age or older.

2. The university's liquor license permits the selling and serving of alcohol beverages for public and private events (i.e. banquets, conferences, receptions, socials, etc.) in these venues only: Fine Arts Center lobby and hospitality suite on first floor; the Reinhart Center board room, first floor lobby and garden level commons; and the Marian Hall Dining Room.
3. It is the responsibility of the event coordinator(s) to ensure that all areas, tables, equipment, etc. are left in proper order after usage. *Approved 11/11/10*

#### **RESIDENCE LIFE 608-796-3116**

A variety of housing options are offered at Viterbo including traditional residence halls, apartments and theme houses. Housing facilities are secured 24 hours each day. Viterbo University policy states that freshmen are required to live on campus unless living with a parent, spouse, legal guardian or are 21 years of age. Housing arrangements are made in the Office of Residence Life.

Named for Mary, Mother of God, and St. Bonaventure, Marian and Bonaventure Halls are traditional residence halls. Incoming freshmen students under the age of 21 are assigned to either Marian Hall or Bonaventure Hall. Freshmen must participate in a 14 or 19 meal plan. Sophomores, juniors and seniors have the option of living in any apartment or theme house building. Apartment buildings include McDonald Terrace, named for Sr. Grace McDonald, former Viterbo President; Rose Terrace, named for St. Rose of Viterbo; Treacy House, named for the former bishop of La Crosse -Bishop Treacy and Canticle House, named for the Canticle of the Son, a hymn of praise written by St. Francis of Assisi. Students living in these units must participate in one of these meal plans: 19, 14, 10 or 80-flex.

#### **RESOLUTION TO STUDENT CONCERNS 608-796-3801**

There may be times when there is a misunderstanding, disagreement or conflict between a student and a staff or faculty member. When this occurs, the student is encouraged to follow these steps:

1. Write out the concern to help clarify the matters involved.
2. Compile the appropriate documents (assignments, syllabi, etc.) to prepare for conversations.
3. Approach the person involved and tactfully discuss your concern(s) using the necessary documents (i.e. assignments, syllabi)
4. If the concern or conflict cannot be resolved by talking with the individual, follow these steps.
  - a. For concerns related to class or coursework, the student should:
    1. Write a note to the faculty member to address your concern.
    2. If the faculty member does not respond within a week, the student may approach the department head and/or dean.
    3. If the department head and/or dean does not respond within a week, the student may consider use of another step and approach the Academic Vice President.
  - b. For concerns that are not related to class or coursework, the student should:
    1. Write a note to the student, staff, administrator or faculty member to address the concern.
    2. If the student, staff, administrator or faculty member does not respond within a week, the student may approach the individual's supervisor.
    3. If the individual's supervisor does not respond within a week, the student may consider use of another step and approach the VP for Student Development.

### **FINE ARTS CENTER STUDENT DISCOUNTS 608-796-3737**

Tickets to all events of the Bright Star Season go on sale to Viterbo students, faculty and administration in late August/early September. Tickets for Black Box productions go on sale two weeks before the event. Box Office hours are 11:00 am to 5:00 pm Monday through Friday during the academic year. Viterbo students are entitled to these discounts:

1. A 50% discount is given on Main Floor or First Balcony seats or a 75% discount on Second Balcony seats on individual tickets for the Bright Star Season.
2. A 50% discount is given on Black Box productions and other events, which have been approved by the Student Government Association.
3. Students are permitted one ticket per student per event when presenting a Viterbo ID card.

### **GRADE APPEALS**

When a student has a dispute over a grade in a class and cannot resolve that dispute with the instructor, the student may grieve the disagreement through the Board of Review but only after exhausting the informal appeal process. During the informal appeal, the student must ask for redress if a specific grading complaint first to the instructor and then, in order, to the chairperson of the relevant department, the dean of the relevant school, and finally to the Academic Vice President.

1. If the informal appeals do not satisfactorily resolve the grade dispute, the student may file a formal, written appeal to the Board of Review. This written appeal shall include:
  - a. A request to the chairperson of the Board of Review to meet to hear the appeal.
  - b. 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 Academic Vice President.
2. Grade appeals must be filed within the fourth week of the fall or spring semester following the finalization of grades in the Registrar's office. Within 10 working days of the receipt of such appeal, the chairperson of the Board of Review will conduct a meeting of the Board to hear the appeal. All parties affected by the appeal shall have a copy of the student's written grievance no later than 3 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 3 working days before a meeting convenes.
3. The Board of Review will ask for written statements from the instructor, the department chair (if appropriate), the dean, and the Academic Vice President. Written statements may be requested from other involved parties. The party or parties from whom such information is requested shall make available to the Board's chairperson, to the Academic Vice President, and to the President 1 copy of each of all materials. The chairperson of the Board of Review shall duplicate adequate quantities of such materials for each member of the Board and for other relevant parties no later than 1 working day in advance of the hearing. Any additional evidence deemed necessary by the Board to judge the appeals adequately shall be solicited in writing no later than 3 working days before the hearing date.
4. In such academic appeals, the Board of Review shall limit its decisions to matters concerning a student's grade and shall not arbitrate policies or procedures which are administrative, academic, institutional, departmental, or exterior (such as accrediting or licensing bodies). In no case may the Board take an action that directly or indirectly abrogates or mitigates any policy or procedure in force at the University or in place by the action of an accrediting or licensing agency sanctioned by the University or its departments.
5. The Board of Review may let stand the decision of the Academic Vice President, reverse it, or take another course of action, including but not limited to remanding the issue to any previous party in the appeal process. If, after thorough review of a grade dispute, the Board 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.

6. The action(s) of the Board of Review shall be 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, the Academic Vice President, and the President.
7. 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 2 weeks of the decision by the Board of Review. After considering the appeal, the President may grant or deny the review and shall notify both parties of the decision within 1 week of this appeal.

#### **HEALTH SERVICES 608-796-3806**

The Student Health Services Office is located in the Student Development Center. Services are available to all students, full or part-time, living on or off campus. The University nurse will provide some medical treatment, nonprescription medications, consultations, and referral services. Immunizations and lab testing for strep throat and UTI are also offered for a fee. Hours are: 8:00 am -5:00 pm, Monday through Friday, when classes are in session. Also see Health Services on the VU website.

#### **IDENTIFICATION CARDS 608-796-3920**

Identification cards are available to all students from the Physical Plant Department during regular office hours. Students who plan on continuing their Viterbo education the next semester must retain the door card. The fee for card replacement for lost, stolen, inoperative or defective cards is \$20.

#### **IMPLIED PHOTO CONSENT 608-796-3047**

Students and their guests may be photographed or videotaped in group settings on campus and at University-sponsored events. These cameo images may appear in on or off-campus publications. The University presumes implied photo consent from students and their guests for such appearances. Written permission is typically obtained for an individual student testimonial or an exclusive appearance used for promotional purposes. If a student does not wish his or her image to be used under any circumstances, the student should inform the Vice President for Communications and Marketing in writing.

#### **INCLEMENT WEATHER**

Viterbo University's inclement weather plan is invoked only in the most serious times when conditions make travel to and from campus dangerously imprudent or other events cause serious safety concerns. However, in cases of severe weather, conditions throughout the region vary significantly. Individuals should exercise prudence in determining the safety of a commute from their respective location. If the condition warrants, suitable arrangements between instructor and students will be made to make up for the absence. Individual class cancellations: To check on cancellations, go to the Viterbo home page and click on "students." Class cancellations will appear on the left navigation bar of that page. If you are not able to access the Web, call the switchboard at 608-796-3000 for information regarding cancellations. In the event that classes are cancelled, communications and marketing will notify the media.

#### **INFECTIOUS DISEASE POLICY**

Influenza, measles, mumps and other infectious diseases may pose a threat to the university community as they do to communities across the nation and world. In the event of an infectious disease outbreak, university officials will monitor progress and work with local, state and national authorities to determine the best course of action regarding institutional operations. Information related to any widespread infectious disease outbreak will be available on Viterbo's website and Viterbo Health Services website (<http://www.viterbo.edu/HealthServices.aspx>). In addition, the Center for Disease Control (CDC) website has extensive information on health threats (<http://www.cdc.gov>). If you have specific questions about your personal health, please contact your family physician or Health Services.

2. Meet with your academic advisor.
  - a. Be knowledgeable of how to contact your academic advisor.
  - b. Get to know the person who is your advisor.
  - c. Initiate an individual meeting with your advisor within the first four weeks of your first semester.
  - d. Immediately initiate meetings with your advisor when academic progress is less than satisfactory.
  - e. Meet with your academic advisor as requested by your advisor or other campus resource.
  - f. Contact your advisor as your needs surface.
  - g. Generate a list of possible classes for an upcoming semester and share these with your advisor when you register for the next semester.
  - h. Utilize the services of your advisor to discuss career options.
3. Gather all relevant decision-making information regarding career and/or academic decisions.
4. Accept responsibility for decisions.
5. Share frankly and honestly with your advisor vocational interests, plans and related work experiences.
6. Become aware and utilize the various resources on campus that can affect one's growth personally, intellectually, spiritually, and physically.

#### **ACADEMIC INTEGRITY**

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to 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 have the responsibility to understand academic misconduct and to refrain from it.

1. Academic misconduct is any activity that may compromise the academic integrity of the university or subvert the educational process. Examples of academic misconduct include, but are not limited to:
  - a. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
  - b. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
  - c. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
  - d. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
  - e. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
  - f. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
  - g. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
  - h. Alteration of grades or marks by the student in an effort to change the earned grade or credit;

- i. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
  - j. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.
2. The faculty member who suspects a student of academic misconduct will notify the student in writing of the allegation.
3. If the faculty member or academic 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.
4. If the student admits the academic misconduct, then one or more of the following sanctions may be imposed by the faculty member.
  - a. Award a failing grade on the test or paper;
  - b. Require the student to take another test or resubmit the paper;
  - c. Award a failing grade for the class. (This action must have the approval of the academic dean.)
5. 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 academic dean. Imposing sanctions will be deferred pending the dean's finding on the allegation. If the student is found to be in violation of the academic misconduct policy, the academic dean forwards her or his recommendation to the chief academic officer who may impose sanction(s) listed in the *Code of Student Conduct*.
6. The student will be notified in writing of the findings by the chief academic officer. A copy of the decision letter will also be sent to the chief student development officer. This action is required for maintenance of complete disciplinary records.
7. Students may appeal any final decision for breach of academic honesty within 7 days of the date shown on the decision letter to the University Board of Review in accordance with procedures set forth in the Viterbo University Student Handbook.
8. All records and correspondence in such cases will be kept in the office files of the chief academic officer until graduation or until the student leaves Viterbo. Such information will not be part of a student's permanent Viterbo record.

#### **ACADEMIC RESOURCE CENTER 608-796-3190**

The Academic Resource Center, located in 322 Murphy Center, offers academic assistance to students to encourage their success. Services are free and available to all Viterbo students. Academic Resource Center services include: tutoring in most subjects; reading and writing assistance; academic counseling; and workshops focusing on time management, test taking, study skills, and preparing for the PPST, GRE, LSAT, MCAT and GMAT. All tutoring is by appointment. There are limited drop-in times available for math and writing assistance. Students with diagnosed disabilities receive accommodations in the Academic Resource Center. Hours of operation are 7 a.m. to 7 p.m. Monday through Thursday and 7:30 a.m. to 4:30 p.m. on Friday.

**Testing in the Academic Resource Center:** Students with a disability are accommodated in compliance with their documentation. These students should test at the same time as their class. These testing times are scheduled with the secretary of the Academic Resource Center by either stopping in or calling 796-3190. With the instructor's approval, students without a diagnosed disability who need to make up a test or exam may test in the Academic Resource Center from 7:00 to 8:30 a.m. Monday through Thursday and from 4:00 to 6:30 p.m. (with all tests completed by 6:30 p.m.) Monday through Thursday.

## **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 Academic Vice President and/or the Vice President for Student Development reserves 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 himself or herself 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 physical harm to self or others;
2. Student indicates that he/she is unable to complete the academic requirements of the University;
3. Student demonstrates an inability to satisfy personal needs, including nourishment, shelter, personal safety and well-being, etc. such that there is a reasonable possibility that serious physical harm or death might occur within a short period of time;
4. 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 normally requires 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 accorded an informal hearing before the Academic Vice President and/or Vice President for Student Development. 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 Academic Vice President and/or the Vice President for Student Development.

## **ATM MACHINE**

An ATM machine is located in the Student Union. There is a \$1 transaction fee, unless you are a member of the Community Credit Union.

## **BOOKSTORE 608-796-3848**

The Bookstore is located in the Student Union. Students may purchase books for classes and school supplies, as well as greeting cards, clothing, and other items for gifts or personal use. Hours of operation are posted at [www.Viterbo.edu/Bookstore/](http://www.Viterbo.edu/Bookstore/).

## **BUS SERVICE**

All Viterbo Students may ride the La Crosse city buses (MTU) for free with Viterbo identification card.

## **CAMPUS ACTIVITIES 608-796-3807**

Learning does not end in the classroom. Eighty percent of learning takes place outside the classroom. Focused on expanding the student's collegiate experience with opportunities to participate in fun and learning situations, Campus Activities and Orientation organizes and oversees activities such as: late night weekend programming called VU After Dark, diversity activities, entertainment & concerts, educational programs, clubs and organizations, leadership opportunities and annual events such as Family Day, Homecoming Week, Healthy Living



## Students

### Program Integrity Rule-Complaint Process

Beginning July 1, 2011, the U.S. Department of Education regulations to improve the integrity of programs authorized under Title IV of the Higher Education Act (HEA), as amended (the "Program Integrity Rule"), take effect. The Program Integrity Rule requires, among other things, that each college or university authorized to offer postsecondary education in one or more States ensure access to a complaint process that will permit student consumers to address the following:

1. Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
2. Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
3. Complaints relating to the quality of education or other State or accreditation requirements.

Viterbo University, as an institution authorized to provide postsecondary education in the State of Wisconsin, is committed to full compliance with the Program Integrity Rule, and provides the following confirmation to all current and/or prospective students:

The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Viterbo University. You may review the College's/University's accreditation documents at:  
<http://www.viterbo.edu/UniversityAccreditation/>

### Complaint Process

Viterbo University seeks to resolve all student concerns in a timely and effective manner. To that end, this complaint process serves as an ongoing means for students to discuss concerns or register formal complaints that pertain to alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising; alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and complaints relating to the quality of education or other State or accreditation requirements.

The Offices of the Academic Vice President and Student Development provide specific administrative means to address and resolve most, if not all of the questions and concerns you may have. The contact information for each of these offices is provided below:

- Office of the Academic Vice President (academic programs/accreditation), , [bmgayle@viterbo.edu](mailto:bmgayle@viterbo.edu)

- Office of Student Development (student/campus life), , [dbrimmer@viterbo.edu](mailto:dbrimmer@viterbo.edu)

It is expected that students will fully utilize any/all of the University's administrative procedures to address concerns and/or complaints in as timely a manner as possible. On occasion, however, a student may believe that these administrative procedures have not adequately addressed concerns identified under the Program Integrity Rule. In those select cases, the following independent procedures are provided:

1. The Division of Trade and Consumer Protection of the Wisconsin Department of Agriculture, Trade and Consumer Protection (the "Division") is prepared to receive and review student consumer complaints regarding alleged fraudulent or abusive practices by a college or university in the delivery of postsecondary academic programs and activities, including, for example, fraud or false advertising. Complaints may be filed with the Division in written or electronic form by accessing the following link: [http://datcp.wi.gov/Consumer/Consumer\\_Complaints/index.aspx](http://datcp.wi.gov/Consumer/Consumer_Complaints/index.aspx)
2. The Office of the Attorney General for the State of Wisconsin is authorized to investigate and prosecute violations of State consumer laws, including laws relating to deceptive advertising, credit, charitable solicitations, telecommunications, telemarketing and sales. The Office cooperates with other States, the Federal Trade Commission and other federal agencies in addressing national consumer protection issues. Further, the Wisconsin Department of Justice Office of Consumer Protection litigates cases that are referred to the Department by other State agencies. Complaints may be filed with the Wisconsin Department of Justice Office of Consumer Protection at the following link: [http://www.doj.state.wi.us/dls/ConsProt/cp\\_complaints.asp](http://www.doj.state.wi.us/dls/ConsProt/cp_complaints.asp)
3. The Higher Learning Commission ("HLC") of the North Central Association of Colleges and Schools is an independent body responsible for the accreditation of programs offered by Viterbo University. HLC relies on constant contact with the University to ensure quality higher learning. Accredited institutions are required to submit progress reports, monitoring reports, contingency reports, and annual reports, as well as to participate in focus visits. Each year, HLC receives a number of complaints from students or other parties. When a complaint raises issues regarding an institution's ability to meet accreditation criteria, HLC will forward a copy of the complaint to the institution and request a formal response. Complaints may be filed with Higher Learning Commission at the following link: <http://www.ncahlc.org/information-for-the-public/complaints.html>
4. A variety of other State agencies or State Boards, which are involved in the evaluation and approval of institutional programs, or in the granting of professional certification or licensure, may also be contacted. These agencies include, but may not be limited to, the following:
  - Accounting Examining Board:  
[http://www.drl.state.wi.us/board\\_detail.asp?boardid=61&locid=0](http://www.drl.state.wi.us/board_detail.asp?boardid=61&locid=0)
  - Board of Nursing:  
[http://www.drl.state.wi.us/board\\_detail.asp?boardid=42&locid=0](http://www.drl.state.wi.us/board_detail.asp?boardid=42&locid=0)
  - Department of Public Instruction (teacher preparation programs)  
[licensing@dpi.wi.gov](mailto:licensing@dpi.wi.gov)
  - Physical Therapists Affiliated Credentialing Board  
[http://www.drl.state.wi.us/board\\_detail.asp?boardid=47&locid=0](http://www.drl.state.wi.us/board_detail.asp?boardid=47&locid=0)
  - Wisconsin Supreme Court (legal education)

If you are currently enrolled, or anticipate enrollment, in an educational program that requires State agency or board authorization and/or licensure and do not see it listed here, contact the Office of the Academic Vice President at .

Viterbo University 900 Viterbo Drive • La Crosse, WI 54601 • • • Questions or comments: [communication@viterbo.edu](mailto:communication@viterbo.edu)

- Watch for groups conducting registration drives on campus.
- Register in the office of the City Clerk or at the La Crosse Public Library.
- Register on Election Day at the polling place which serves your residence.

**Note:** Proof of residence is required if registering in the City Clerk's office within 20 days of an election or on Election Day.

**Where Do I Vote?**

- Viterbo University students who live on campus vote at the Franciscan Healthcare Professional Arts Building on 10th Street.
- If you live off-campus, view a list of polling places and city map to determine your voting location at [www.cityoflacrosse.org](http://www.cityoflacrosse.org).

**How Do I Obtain An Absentee Ballot?**

- The Application for Absentee Ballot (EB-121) is available on-line under the City Clerk's Elections & Voting page at [www.cityoflacrosse.org](http://www.cityoflacrosse.org). Or, you may send a **signed** letter, indicating your residence address, the address the ballot should be mailed, and a contact number.
- Mail the Application or letter to the municipal clerk serving the municipality where you are registered to vote. The last day a municipal clerk may honor written requests for an absentee ballot is 5 days before an election.
- You may go to the office of the City Clerk during normal work hours.

Election Day Voting Hours -The polls are open from 7:00 AM TO 8:00 PM

If you have any questions, please call the City Clerk's office at 789-7510.

**CODE OF STUDENT CONDUCT**

**A. INTRODUCTION**

Viterbo University is committed to maintaining a community environment that supports learning, academic achievement, social development, moral and spiritual growth, emotional well-being, and individual discipline. Viterbo campus community members are responsible for upholding the values of human dignity and world respect emphasized in the University Mission Statement. In addition, Viterbo campus community members are expected to meet and exceed the following University standards.

- To exhibit conduct appropriate to a learning environment and to respect the rights, dignity and worth of every individual in the Viterbo University community.
- To be honest and considerate.
- To maintain acceptable standards of academic performance.
- To show appropriate concern for one's own personal development.
- To be a responsible member of the Viterbo community and to accept responsibility for one's own behavior at all times.
- To demonstrate proper care, use and regard for University facilities, property and equipment.
- To comply with University policies and local, state and federal laws.
- To contribute positively to the community.

Students, student groups and visitors to the campus are required to abide by the stipulations of this Code. They are also responsible for the behavior of their guests and may be held responsible for the actions of guests who violate the provisions of this Code. The purpose of issuing disciplinary regulations is to give students general notice of impermissible behavior and to outline procedures that typically follow such behavior.

Viterbo University reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community. Generally, the Code of Student Conduct applies to incidents that take place on University property or at University-sponsored or supervised events. When the University is notified, the chief student development officer or

designee may determine that acts prohibited by the Code of Student Conduct, but not committed on University premises, could also be grounds for disciplinary action. Such acts include, but are not limited to, acts and threats of violence against others, drug trafficking offenses, etc.

## **B. UNHEALTHY, HARMFUL AND LIFE-THREATENING BEHAVIORS**

Viterbo University recognizes that certain harmful, unhealthy and/or life threatening behaviors (e.g. cutting, eating disorders, not taking medications as prescribed, self-harming behaviors, substance abuse, attempts/threats of suicide; threats, gestures or attempts to harm others) may be signs of personal distress. While the University may help students alleviate any stress factors that may be the source of unhealthy, harmful and/or life-threatening behavior, such behavior can be unsettling and disruptive in the academic, social and living environments of the Viterbo community. Viterbo University reserves the right to take action to protect the safety and well-being of members of the campus community and to notify a parent, guardian, family member or emergency contact of these behaviors.

Any student who demonstrates such behavior while enrolled at Viterbo may be required to meet with the chief student development officer or designee and may be required to immediately undergo psychological and/or substance abuse evaluation. The results of a psychological and/or substance abuse evaluation may be considered in determining conditions that may aid student success and/or under what conditions the student may continue at Viterbo University. The University may require action of the student including, but not limited to: (a) assessment, (b) actively engaging in psychotherapy and/or a substance abuse treatment program, (c) withdrawing from an on-campus housing facility, or (d) withdrawing from the University. Payment for the evaluation and follow up will be the responsibility of the student. Students who fail to receive a requested evaluation or follow up may be subject to action including, but not limited to, interim suspension or administrative withdrawal.

## **C. PROSCRIBED CONDUCT**

Any student found to have committed one or more of the following acts of proscribed (impermissible) conduct may be subject to disciplinary sanctions. Attempts to commit acts that are not permitted by the Code may be subject to disciplinary action to the same extent as completed violations.

1. Acts of dishonesty, including, but not limited to:
  - a. Cheating, plagiarism or other acts of academic dishonesty. Academic misconduct is any activity that may compromise the academic integrity of the university, or subvert the educational process. (See policy on Academic Integrity for procedures.) Examples of academic misconduct include, but are not limited to:
    - 1 Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
    - 2 Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
    - 3 Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
    - 4 Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
    - 5 Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;

- 6 Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
  - 7 Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations; Alteration of grades or marks by the student in an effort to change the earned grade or credit;
  - 8 Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
  - 9 Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.
- b. Furnishing false or misleading information to the University or to any University official; misrepresenting information to the University or any University official.
  - c. Giving false testimony, falsifying, distorting or misrepresenting information related to grievance or disciplinary matters.
  - d. Deceit, fraud, distortion of the truth or improper use of another's effort to gain advantage.
  - e. Forgery, alteration, counterfeiting, mutilating, accessing without authorization, or misuse of documents, records or instruments of identification including, but not limited to, identification cards, personal identification numbers (PIN), electronic mail access codes or passwords, computerized records, transcripts, athletic passes, course registrations, and receipts.
  - f. Initiating or causing any false report, warning, threat of fire, explosion, false fire alarm, bomb threat, or other emergency.
  - g. Tampering with the election of any student organization or group.
2. Obstruction, disruption and/or interference with, or attempts to obstruct, disrupt and/or interfere with teaching, research, administration, disciplinary proceedings, studying, public speaking, business operations, fire, police or emergency services, or other University activities, including public service functions on University property or at University-sponsored or supervised activities, including but not limited to:
    - a. Disruption, obstruction or interference with or attempts to obstruct, disrupt or interfere with another student's right to study, learn, or complete assignments, including, but not limited to, destroying, preventing or limiting access to information or records used by another student in connection with University responsibilities.
    - b. Disruption, obstruction or interference with educational activities in classrooms, lecture halls, campus library, laboratories, theatres, or any other place where education and teaching activities take place including, but not limited to, talking at inappropriate times, drawing unwarranted attention to self, engaging in loud or distracting behaviors, displaying defiance or disrespect of others, or threatening another individual.
  3. Physical abuse, verbal abuse, contempt, disrespect, insults, threats, intimidation, harassment, sexual assault, sexual contact without permission, sexual misconduct, stalking, coercion, cyber-stalking forced consumption of liquor, drugs or other conduct directed at a specific person, which threatens the health and safety of any person or seriously alarms or intimidates another person. Such conduct may include, but is not limited to:
    - a. Explicit or implicit threats, including gestures that place a person in reasonable apprehension of unwelcome physical contact, harm or death;
    - b. Unwanted sexual contact of any kind or threat of such contact. Sexual contact will be considered unwanted or without consent if no clear consent is freely given, if inflicted through force or threat of force; or if inflicted upon a person who is unconscious or otherwise without the physical or mental capacity to consent.
    - c. Stalking (purposely and repeatedly engaging in a course of conduct that causes the victim to experience serious emotional distress or to fear bodily injury or death of her/himself, a family member or a member of his/her household) directed at a specific person, which reasonably causes that person alarm, distress, fear or a change of normal behavior. (See Wisconsin Criminal Statute 940, 32)

- d. Making remarks which are by common usage lewd, obscene, rude or disparaging, or that can reasonably be expected to have a tendency to cause acts of violence to the person(s) to whom the remark is made;
  - e. Unwanted, repeated, harassing, lewd or obscene communication using electronic or digital devices.
  - f. Recording, taking, sending or uploading any content including audio, copy, emails, photo(s) and/or video(s) of another that may denigrate or humiliate.
4. Attempted or actual removal or theft of, damage to, destruction of, misuse, or unauthorized use of University property, or the services or property of a member of the University community, or other personal or public property. Possession of stolen property or unauthorized possession of University property or the property of a member of the University community.
  5. Failure to comply with the directions of or treating discourteously University officials, including but not limited to, campus security and residence life personnel, acting in performance of their duties and/or failure to identify oneself to these persons when asked to do so.
  6. Unauthorized possession, duplication, or use of keys or door cards to any University facility or premises or unauthorized presence, entry to, or use of University facilities or premises, including, but not limited to, camping, building a fire, or use of an unauthorized heating, cooking or electrical device. Breach of security including "tailgating", propping doors open, violations of the Guest and Visitation policy, etc.
  7. Violation of any Viterbo University policy, rule or regulation published in hard copy or available electronically on the Viterbo website.
  8. Violation of any federal, state or local law.
  9. Use, possession, sale, manufacturing or distribution of alcoholic beverages, marijuana, heroin, narcotics, prescribed drugs, or other controlled substances.
    - a. Alcohol and/or other drug intoxication regardless of age. Indicators of alcohol and/or other drug intoxication may be blood/breath alcohol concentration above the legal limit of 0.08, bloodshot or glassy eyes, blurred vision, confusion, chills or sweating, irrational conversation, mood swings, rapid eye movement, slurred speech, strong odor of alcohol or other drugs, unsteady walk or gait, or other actions that signify poor judgment.
    - b. Inability to exercise care for one's own safety and/or the safety of others due to intoxication. Behavior that encourages or contributes to excessive alcohol consumption by any student.
    - c. Alcoholic beverages may not, in any circumstances, be used by, possessed by or distributed to any person under twenty-one (21) years of age.
  10. Use, sale, advertisement or distribution of tobacco products (i.e. Cigarettes, chewing tobacco, cigars, etc.) in university facilities, on university grounds, at university events, and in university fleet vehicle, except in outdoor areas designated by signage and ashtrays.
  11. Possession, even if it is legally possessed, use, display or distribution of any weapon, combustible item, instrument, device, firearms, explosives, fireworks, gasoline, incendiary devices, or instrument which under the circumstances in which it is used, is readily capable of causing death, physical injury or property damage on University premises or at university-sponsored functions. Local and/or federal authorities may be contacted. A weapon shall include anything likely to be used, or designed to be used, in destroying, defeating, or injuring a person or property; an instrument by the use of which a fatal wound may probably or possibly be given or damage to property may be inflicted. A weapon may include, but is not limited to: any firearm; air soft gun; BB gun; paint gun; pellet gun; ammunition; bow and arrow; cross-bow; slingshot; cross-knuckles; knuckles of lead, brass or other metal; any bowie knife, dirk, dagger or similar knife; or any knife having the appearance of a pocket knife, the blade of which can be opened by a flick of a button, pressure on the handle or other mechanical contrivance.

12. Participation in a gathering or assembly that disrupts the normal operations of the University or infringes on the rights of other members of the University community, or leading or inciting others to disrupt scheduled or normal activities on University premises or at University-sponsored or supervised functions.
13. Obstruction or disruption interfering with freedom of movement, either pedestrian or vehicular, on University property or at University-sponsored or supervised events.
14. Conduct that is disorderly, disrespectful, lewd, or indecent; breach of peace; or aiding, abetting or finding another to breach the peace on University property or at University-sponsored functions. Unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without his/her prior knowledge when such a recording is likely to cause injury or distress. This includes, but is not limited to, taking pictures of another person in a gym, locker room or restroom.
15. Theft, abuse or misuse of computers, electronic devices, telephones, etc., including but not limited to:
  - a. Use of another's identification or password.
  - b. Use of computers, electronic devices, telephones, etc. to interfere with the work of another student, faculty or staff member.
  - c. Use of computers, electronic devices, telephones, digital or electronic harassment, etc. to stalk; to view or send hurtful, threatening, discourteous, abusive, obscene or pornographic messages or images.
  - d. Engaging in acts of theft of computers, electronic devices, telephones, etc., theft of data or illegal file sharing.
  - e. Unauthorized entry to a file to use, read or change the contents, or for any other purpose; improper or unauthorized access to University computer files and systems, electronic devices, telephones, etc.
  - f. Unauthorized alteration, disclosure, disruption and destruction of University computer files and systems, electronic devices, telephones, etc.
  - g. Unauthorized transfer of a file(s).
  - h. Using computing facilities, copy machines and other resources in violation of copyright or proprietary laws.
16. The misuse, unauthorized or fraudulent use of the University's or of another person's telephone system, telephone, cellular phone, telecommunication code, telephone credit card, or the unauthorized acceptance of collect telephone calls.
17. Illegal gambling or wagering.
18. Hazing, defined as an act that endangers the mental or physical health or safety of a student, or which destroys public or private property, for the purposes of initiation, admission to, affiliation with, or as a condition of continued membership with a group or organization. The express or implied consent of the victim will not be a defense. Apathy and acquiescence in the presence of hazing are not neutral acts; they are violations of this rule.
19. Misusing, damaging or tampering with fire extinguishers, alarms, smoke detectors or safety equipment.
20. Use, sale, advertisement and distribution of tobacco products (i.e. cigarettes, chewing tobacco, cigars, etc.) in University facilities, on University grounds, at University-sponsored events, and in University vehicles except in outdoor areas designated by signage and ashtrays.
21. Littering University facilities and premises; noxious odors.
22. Setting fires or creating an open flame without prior authorization.
23. Bringing an animal not trained to assist persons with disabilities into buildings; bringing unleashed, unauthorized or unlicensed animals on University owned or controlled property; leaving any animal unattended.

24. Knowingly violating the terms of any disciplinary proceeding or sanction imposed in accordance with this Code, including, but not limited to:
  - a. Failure to comply with sanctions or failure to appear at a disciplinary meeting, conference or hearing when requested.
  - b. Falsification, distortion, or misrepresentation of information.
  - c. Disruption of or interference with disciplinary proceedings.
  - d. Attempting to influence, harassing or intimidating a victim, witness or member of the University Disciplinary Committee prior to, during, and/or after a disciplinary proceeding.
25. Aiding or abetting other individuals in carrying out an unlawful act or violation of any Viterbo University regulations.
26. Being present during the occurrence of any infraction of local, state, or federal regulation may be considered to be in violation.

#### **D. VIOLATIONS OF THE LAW AND UNIVERSITY DISCIPLINE**

Students may be accountable to both civil authorities and to the University for acts that constitute violations of the law and of this Code. University disciplinary procedures will normally progress during the pendency of civil or criminal proceedings or any other University proceedings regarding the same conduct. Procedures in this Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings. Accused students may not challenge the University disciplinary proceedings on the grounds that criminal charges are pending or have been terminated, dismissed, reduced or not yet adjudicated.

When a student is charged by federal, state, or local authorities with a violation of the law, the University will not request or agree to special consideration for the individual because of his or her status as a student. If the alleged offense is also being processed under the Code of Student Conduct, the University may advise off-campus authorities of the existence of the Student Code and how such matters are typically handled within the University community. The Academic Vice President, the Vice President for Student Development, the Vice President for Finance, or designee(s) may cooperate with law enforcement and other agencies in the enforcement of criminal law on campus and in conditions imposed by the criminal courts for the rehabilitation of student violators (provided that the conditions do not conflict with campus regulations or sanctions). The Academic Vice President, the Vice President for Student Development or the Vice President for Finance will refer matters to federal and/or state authorities for prosecution when appropriate. Individual students and other members of the University community, acting in their personal capacities, remain free to interact with governmental authorities as they deem appropriate.

#### **E. SANCTIONS**

One or more of the following disciplinary measures, also called sanctions, may be imposed for a violation of this Code. In deciding upon a sanction, the adjudicator will consider relevant factors including the nature of the offense, the severity of any damage, mitigating circumstances, the student's current demeanor, history of disciplinary infractions, failure of the individual to comply with past sanctions, and/or injury or harm resulting from the offense, etc. The sanctions listed below may be enhanced or substituted with additional conditions deemed appropriate by the disciplinary authority.

1. Warning – Notice, verbally or in writing, that the continuation or repetition of prohibited behavior may be cause for additional disciplinary action.
2. Reprimand – An official written censure with notice: (a) of inappropriate behavior (b) conduct associated with the violation must stop immediately and permanently, and (c) additional violations may result in more severe sanctions.
3. Behavioral Contract – A written document signed by the student and a University official in which the student agrees to correct inappropriate behaviors and/or comply with required stipulations.

4. Disciplinary Probation – A written reprimand specifying the violation for which the student is responsible. Students on probation are not considered to be in good standing with the University. Probation is for a designated period of time and includes the probability of more severe disciplinary action if the student is found to be in violation of any University policy during the probationary period.
5. Educational Activities – Written apologies, written/research assignments, community service, participation in classes/workshops/online learning programs, service to the University, or work assignments, etc. Written proof of participation may be required.
6. Fines – A sum of money imposed as a penalty.
7. Mediation – Individuals make a reasonable attempt to achieve agreement.
8. No Trespass Order – No trespass notice may be issued to a Viterbo student and/or guest restricting the movement or presence of the individual from any or all facilities and locations on campus. Local authorities may be contacted for assistance in the event of a violation of a no trespass order. Violators may also face additional disciplinary action.
9. Parental or Guardian Notification – If a student is under the age of twenty-one (21) at the time of notification, parents or guardians may be informed of alcohol and drug violations when the University determines that the student has committed a disciplinary violation with respect to use or possession of alcohol or drugs.
10. Referrals – Students may be referred to counseling, rehabilitation or other offices, agencies or programs for assessment, guidance and service. Compliance with the recommendations made by the professional to whom the referral is made is expected and the student may be held responsible for any payment associated with the referral.
11. Restitution – Compensation for loss, damage or injury, etc. Such compensation may take the form of appropriate service, monetary replacement and/or material replacement.
12. Restrictions or Loss of Privileges – Denial of certain privileges for a specified period of time. Examples: Removal from practice, competition, a living group, activity group, or specific facility, restricting registration or closing a computer account.
13. Residence Unit Suspension – Separation from the residence halls, apartments or theme houses for a specified period of time after which the student may be eligible to return. Students may be held responsible for room and board payments as outlined in the contract; conditions for readmission may be specified.
14. Residence Unit Expulsion – Permanent separation from the residence halls, apartments or theme houses. Students may be held responsible for room and board payments as outlined in the contract.
15. Interim Suspension – The chief student development officer may suspend a student from class, campus facilities, University premises and/or University-sponsored functions, for an interim period pending disciplinary or criminal proceedings or medical evaluation, after consultation with the chief academic officer.
  - a. The interim suspension shall be immediately effective with no prior notice when there is evidence that the presence of the student at the University poses an immediate threat to him or herself, or to others, to the preservation of University property, or to the stability and continuation of standard University operations.
  - b. A student suspended on an interim basis shall be given a prompt opportunity to appear personally before the chief student development officer or designee to discuss the reliability of the information related to the student's conduct, the reliability of the information concerning the student's identity, and if the conduct and related circumstances reasonably show that the continued presence of the student on University premises poses an immediate threat to the student, to others or to the stability and continuation of standard University operations.
16. University Suspension – Separation from the University for a specified period of time. Conditions for readmission may be specified.
17. University Expulsion – Permanent separation of the student from the University.

18. **Withholding Degree** – The university may withhold a degree otherwise earned until the completion of the process set forth in this Code of Student Conduct, including completion of sanctions, if any.

## **F. DISCIPLINE PROCESS**

Students subject to academic suspension or academic expulsion from the University for non-academic misconduct will be entitled to a hearing before the University Disciplinary Committee. Students subject to lesser sanctions for non-academic misconduct will be entitled to a disciplinary conference. Campus disciplinary proceedings are designed to provide a fair evaluation of the student's responsibility for violating University regulations. Formal rules of evidence shall not be applied nor shall deviations from prescribed procedures necessarily invalidate a decision.

1. **Filing a Report** – Any Viterbo University student, faculty, staff or other community member who believes that a student may have violated the *Code of Student Conduct* should file a report against the student. Reports may be filed by any person to whom misconduct is directed and/or anyone who witnesses an alleged violation.

A report alleging a violation of the *Code of Student Conduct* must be in writing (preferably typed) and signed by the individual filing the report. Reports should be submitted directly to the Vice President for Student Development (VPSD), 2 Student Development Center (SDC). A student living in a residence hall may contact the Residence Life staff about filing a report. Any report made against a student to Campus Safety that alleges a crime and/or a violation of the *Code* will also be forwarded to the Vice President for Student Development. All reports should be specific and include: the name and contact information for the person filing the report, a complete description of the incident including who, what, where, why and how as it relates to the alleged violation of the *Code*, and the names of all parties involved as participants or witnesses. While there is no deadline, it is helpful to file the report as soon as possible. Reports help to initiate student conduct process. With prompt reporting, evidence is often easier to collect, witnesses are more likely to remember events, and a quicker resolution is possible.

Note: Reports from Viterbo Residence Life staff and Viterbo Campus Safety about student behavior are routinely submitted to the VPSD for possible university disciplinary action. Additionally, arrests/citations or other reports from law enforcement agencies outside of Viterbo are forwarded to the VPSD for consideration of university action. The university may also pursue disciplinary action for published reports of student misconduct.

The VPSD should be contacted for assistance in interpreting the *Code of Student Conduct*. The VPSD helps to determine whether alleged behavior can be defined as a possible violation of the *Code of Student Conduct*.

2. The person(s) filing a report may be expected to participate in the student conduct process, to answer questions related to the incident and to present relevant information at disciplinary conferences or hearings.
3. **Preliminary Review** – The chief student development officer or designee will conduct a preliminary review. The preliminary review (investigation) may include interviews, a review of related documents, requests for written statements from any person involved in the alleged incident, and review of material available electronically. Students, members of student organizations and others are encouraged to be forthright and as specific as possible when offering information related to a preliminary review, but may choose the extent to which they share information. Cases may be dropped for insufficient information, or referred for mediation, arbitration, informal resolution or disciplinary action. In order for a case to be referred for disciplinary action, there must be sufficient information to believe that a policy violation may have occurred and that the alleged individual/group may be responsible.
4. The chief student development officer or designee will conduct a preliminary review to determine whether the alleged misconduct might result in expulsion from a housing facility or suspension or expulsion from the University. The chief student development officer or designee will also determine whether the accused student disputes the facts that form the

basis of the complaint. Accused students not subject to expulsion from a housing facility or suspension or expulsion from the University will be referred for disciplinary conference. Accused students subject to academic suspension or academic expulsion from the University are eligible for a hearing before the University Disciplinary Committee, rather than a disciplinary conference. The chief student development officer reserves the right to refer the case to any University official or a group other than the University Disciplinary Committee.

5. In cases of sexual assault or sexual misconduct, the Vice President for Student Development or designee may alter the discipline process outlined in this code to protect both the alleged victim and the accused student. Changes to procedures will be clearly stated prior to any disciplinary conference or hearing.

In cases of sexual assault and/or sexual misconduct,

- Both the accused and the person filing the report may be accompanied by a consultant of the student's own choice and at the student's own expense. The consultant may advise the student using written communication, but is not permitted to speak or participate in the conference and may not appear in lieu of the student.
  - Both the accused and the person filing the report may submit a written statement and may recommend to the chief student development officer or designee that witnesses attend on their behalf. The university may call witnesses, as well as question those appearing on behalf of the person filing the report and the accused student. In cases where written witness statements will be allowed without the presence of the witnesses, both the accused and accuser will be given the opportunity to review the materials.
  - During a disciplinary conference or hearing, both the accused and the person filing the report shall be given the opportunity to testify and present evidence. The person filing the report has the right to provide a statement of impact to the adjudicator or university disciplinary committee.
6. **Waiving the Right to a Hearing** – Students eligible for a hearing by the chief student development officer may defer proceedings and may choose to have their cases resolved by disciplinary conference. Such a choice must be in writing, affirming that the student is aware a hearing is being waived and that the full range of sanctions may be imposed, including suspension or expulsion from the University.
  7. **Mediation** – mediation is encouraged as an alternative means to resolve many disciplinary cases. The chief student development officer or designee may decline to process a complaint until the parties in a nonacademic misconduct case make a reasonable attempt to achieve a mediated agreement. To be binding in a disciplinary case, any mediated agreement must be approved by the chief student development officer or designee. Mediation is typically voluntary.
  8. **Disciplinary Conference** – Students accused of non-academic offenses that may result in sanctions less severe than academic suspension or academic expulsion from the University are subject to a disciplinary conference with the chief student development officer or designee. Violations will be determined on the basis of whether it is more likely than not that the accused student violated the code. Formal rules of evidence shall not apply.

The following procedural protections are provided to accused student in disciplinary conferences. These procedural protections apply to disciplinary hearings as well, except that students subject to a hearing will be given 7 days notice.

- a. Written notice of the specific charges at least three (3) days prior to the scheduled disciplinary conference. Notification to the student will be made in writing and sent to the last address provided by the student to the University.
- b. Reasonable access to the written reports prior to and during the disciplinary conference.
- c. An opportunity to respond to the report and to present relevant and necessary witnesses.
- d. An opportunity to be assisted by a consultant of the student's own choice and at the student's own expense. The consultant may advise the student using written communication, but is not permitted to speak or participate in the conference and may not appear in lieu of the student.

- e. Written notification of the determination, including any sanctions. Notification to the student will be made in writing and sent to the last USPS address provided by the student to the University.
9. **Hearing Procedures** – Students accused of non-academic offenses that may result in eviction from an on-campus living unit or suspension or expulsion from the University are entitled to a hearing before the University Disciplinary Committee. The following procedures are followed in disciplinary hearings.
- a. The accused student will receive written notification of the hearing date and the specific alleged act(s) of misconduct at least seven (7) days prior to the hearing.
  - b. Students referred for a hearing by the chief student development officer may defer proceedings and choose to have their cases resolved by disciplinary conference. Such a choice must be in writing, affirming that the student is aware a hearing is being waived and that the full range of sanctions may be imposed, including suspension or expulsion from the University.
  - c. Notice shall be given by personal delivery or by certified mail to the last address the student provided to the University.
  - d. On a date specified by the chief student development officer, the person filing the report and the accused student will submit to the chief student development officer or designee the names of witnesses for the hearing, a summary of the information each witness is expected to provide, and any document(s) the person filing the report and the accused student expect to present at the hearing. The chief student development officer will make copies of the information available to the person filing the report, the accused student and the University Disciplinary Committee prior to the hearing.
  - e. The person filing the report on the accused student may be accompanied by a consultant of the student's own choice and at the student's own expense. The consultant may advise the student using written communication, but is not permitted to speak or participate in the hearing. The consultant may not appear in lieu of the person filing the report or the accused student. The work of the University Disciplinary Committee will not as a general practice be delayed or rescheduled due to the unavailability of a consultant.
  - f. In the event that the University chooses to proceed through legal counsel, the person filing the report and the accused student will be notified three (3) days prior to the hearing and shall have the right to proceed through counsel. Counsel may not appear in lieu of the student filing the report or the accused student.
  - g. The chief student development officer or designee is responsible for coordinating the hearing.
  - h. The chief student development officer will appoint a chairperson who may be chosen from outside the University. The chairperson shall conduct the hearing. The chairperson may participate in University Disciplinary Committee discussions and deliberations, but may not vote.
  - i. The chairperson may request relevant witnesses after consultation with the chief student development officer. Requests must be personally delivered or sent by certified mail. University students and employees are expected to comply with requests issued as a part of disciplinary proceeding unless compliance would result in significant or unavoidable personal hardship or substantial interference with normal University activities.
  - j. Accused students who fail to appear at the hearing will be seen as having pled "innocent" to the allegations pending against them. A hearing may be conducted in their absence, if necessary.
  - k. The chairperson will exercise control over the hearing. Any person, including the accused student, who disrupts a hearing, may be excluded by the hearing officer.
  - l. Hearings shall be conducted in private.
  - m. Hearings will be tape recorded and the tape recording will remain the property of the University.

- n. Accused students may speak on their own behalf. They will not be forced to speak against themselves and their silence will not be used to their disadvantage.
- o. The individual filing the report, the accused student and the University Disciplinary Committee may examine the information accepted by the chairperson and may ask questions of all witnesses. Such questions must be directed to the chairperson rather than to the witnesses directly.
- p. Witnesses will be asked to verify that their testimony is truthful and may be subject to charges of violating the Code by providing false information to the University.
- q. The chairperson will determine what information the University Disciplinary Committee will consider. Pertinent records, exhibits and written statements may be accepted as evidence for consideration by the University Disciplinary Committee at the discretion of the chairperson. Witnesses, other than the individual filing the report and the accused student, may be excluded during the testimony of other witnesses.
- r. After the hearing, the University Disciplinary Committee, shall determine by majority vote whether the accused student has violated each section of the Code that student is charged with violating. All parties will be excluded during University Disciplinary Committee deliberations, which will not be recorded or transcribed.
- s. Violations will be determined on the basis of whether it is more likely than not that the accused student violated the code. Formal rules of evidence shall not apply.
- t. Recommendations of the University Disciplinary Committee will be by majority vote of those committee members present at the deliberation.
- u. Within three (3) days of the hearing, the University Disciplinary Committee will submit its recommendations in writing to the chief student development officer or designee.
- v. The written recommendations will be delivered to the chief student development officer or designee who notifies the student of his or her decision within seven (7) days of receipt of the University Disciplinary Committee's recommendations. Notification to the student will be made in writing and sent to the last address provided by the student to the University.

#### **G. COMPOSITION OF THE UNIVERSITY DISCIPLINARY COMMITTEE**

1. The University Disciplinary Committee shall consist of six (6) students, three (3) full-time faculty, and three (3) full-time administrative staff members, selected by the chief student development officer. Members are appointed for a one (1) year term and may be reappointed.
2. The chief student development officer or designee shall chair all University Disciplinary Committee hearings. Five members, one each from the faculty and administrative staff members, and three (3) from the student members, are necessary to hear a complaint. The chair votes only in the event of a tie.
3. The chief student development officer and/or designee shall be responsible for training and providing administrative support to the University Disciplinary Committee.
4. An ad hoc disciplinary committee may be established by the chief student development officer or designee whenever the regular committee is not constituted, is unable to obtain the required 5 members, or is otherwise unable to hear a case. An ad hoc disciplinary committee shall be composed of at least 3 members, including at least 1 student.
5. Both the findings and the sanctions determined by the University Disciplinary Committee shall be regarded as recommendations to the chief student development officer.
6. The chief student development officer may remove a member from the University Disciplinary Committee when the member has failed or refused to perform his or her University Disciplinary Committee duties or responsibilities. Members found in violation of this Code may be removed from the committee.

## **H. APPEALS**

A person filing a report or an accused student may appeal a disciplinary sanction imposed or a decision rendered.

1. Appeals shall be made to the chief student development officer within seven (7) days of the date shown on the decision letter.
2. Students will be granted only one appeal. Students filing an appeal must understand that the appeal decision and sanction may be more severe than the original decision and sanction.
3. The appeal shall be in writing and state the grounds for the appeal.
4. Appeals must be based on substantive or procedural errors which were committed during the disciplinary conference or hearing. These are the items to address in an appeal.
  - a. Were the procedures outlined in the Code of Student Conduct followed?
  - b. If an error in procedure took place, were the rights of the individual or organization affected to the degree that the individual or student did not receive a fair hearing?
  - c. Was the conference or hearing carried out in a manner that permitted the individual or organization ample notification and the chance to present their account of the incident?
  - d. Was the information presented at the conference sufficient to substantiate the decision reached?
  - e. Was there information available at the time of the conference or hearing that was not revealed until after the conference or hearing?
  - f. Were the sanctions appropriate to the violation?
5. The chief student development officer or designee may impose sanctions during the appeal process to ensure the safety and well-being of members of the University community, preservation of University property, or the stability and continuance of normal University functions.
6. The decision made on the appeal by the chief student development officer or designee is final. A decision on the appeal will be made after reviewing reports, records from the hearing and other supporting documentation. Based on this information, the chief student development officer or designee will determine: (a) if the disciplinary conference or hearing was conducted fairly and in conformity with procedures providing the person filing the report with a reasonable opportunity to prepare and present evidence that the *Code of Student Conduct* was violated and providing the accused student a reasonable opportunity to prepare and present a response to the allegation; (b) whether the decision regarding the accused student was based on adequate information and if the facts were sufficient to determine whether it was more likely than not that a violation had occurred; (c) if the sanctions given the accused student were appropriate to the violation the accused student was found to have committed; and (d) whether there is new information, sufficient to alter a decision, or other relevant information not brought forth at the time of the disciplinary conference or hearing because the facts or information were not known to the student appealing at the time of the original disciplinary conference or hearing.
7. The chief student development officer or designee will advise the accused student of his or her final decision in writing. Notification to the student will be made in writing and sent to the last address provided by the student to the University.

## **I. STUDENT GROUPS AND ORGANIZATIONS**

Student groups and organizations may be charged with violations of this Code. A student group or organization may be deemed collectively and individually responsible with violations of this Code. The officers or leaders of a student group or organization may be directed by the chief student development officer or designee to prevent or end impermissible conduct from the group or organization. Failure to make reasonable efforts to comply with the request may be considered a violation of this Code.

## **J. TRANSCRIPT ENCUMBRANCES**

For the duration of cases that may result in suspension or expulsion, a temporary encumbrance is typically placed on the student's records by the chief student development officer after consultation with the chief academic officer.

#### **K. DISCIPLINARY FILES AND RECORDS**

Other than suspension and expulsion, disciplinary sanctions will not be made part of the permanent academic record but shall become part of the student's disciplinary record. Conduct not involving the imposition of sanctions other than suspension and expulsion shall be removed from the student's disciplinary record after seven (7) years.

In the event of a sanction for academic dishonesty, the chief academic officer or designee may notify the chief student development officer of the action taken so a complete disciplinary record can be maintained.

#### **L. REVOCATION OF DEGREES**

The University reserves the right to revoke an awarded degree for fraud in the receipt of the degree or serious disciplinary violations committed by a student prior to the student's graduation.

#### **M. INTERPRETATION AND REVISION**

The Code of Student Conduct shall be reviewed annually under the direction of the chief student development officer. Any question of interpretation of the application of the Student Code shall be referred to the chief student development officer. In keeping with normal University policy approval processes, the Code of Student Conduct may be amended at any time.

### **POLICY ON ALCOHOL, TOBACCO AND OTHER DRUGS**

#### **POLICY INTRODUCTION**

Viterbo University is committed to providing a safe and healthy learning environment free of illicit drugs and the unlawful use or abuse of alcohol. The University recognizes that the use or consumption of alcohol, tobacco and other drugs can adversely impact academic achievement, personal development, health and safety. Individuals who violate university policy, local, state or federal regulations are subject to arrest and/or disciplinary sanctions including, but not limited to, required assessment, treatment, restrictions or expulsion.

#### **POLICIES ON ALCOHOL, TOBACCO AND OTHER DRUGS**

##### **Policy on Alcohol and Other Drugs**

The *Viterbo University Code of Student Conduct* includes the following as proscribed (prohibited) behaviors:

1. Use, possession, sale, manufacturing or distribution of alcoholic beverages, marijuana, heroin, narcotics, prescribed drugs, or other controlled substances.
2. Violation of any federal (USA), state (Wisconsin) or local law (City of La Crosse or La Crosse County). When off-campus incidents come to the attention of University officials, the officials may follow up with disciplinary action
  - a. Alcohol and/or other drug intoxication regardless of age. Indicators of alcohol and/or other drug intoxication may be blood/breath alcohol concentration above the legal limit of 0.08, bloodshot or glassy eyes, blurred vision, confusion, chills or sweating, irrational conversation, mood swings, rapid eye movement, slurred speech, strong odor of alcohol or other drugs, unsteady walk or gait, or other actions that signify poor judgment.
  - b. Inability to exercise care for one's own safety and/or the safety of others due to intoxication.
  - c. Behavior that encourages or contributes to excessive alcohol consumption by any student.
  - d. Alcoholic beverages may not, in any circumstances, be used by, possessed by or distributed to any person under twenty-one (21) years of age.
3. Use, sale, advertisement or distribution of tobacco products (i.e. Cigarettes, chewing tobacco, cigars, etc.) in university facilities, on university grounds, at university events, and in university fleet vehicle, except in outdoor areas designated by signage and ashtrays.

## **Appendix 18**

### **Certificates of Authority**

United States of America

State of Wisconsin

Department of State

V-1534

To All to Whom These Presents Shall Come:

The undersigned, as Secretary of State of the State of Wisconsin, hereby certifies that, on the 21st day of October, 1960, Articles of Incorporation were filed in my office under the provisions of Chapter 181 of the Wisconsin Statutes, for the following corporation formed

WITHOUT STOCK AND NOT FOR PROFIT:

Name: VITERBO COLLEGE, INC.

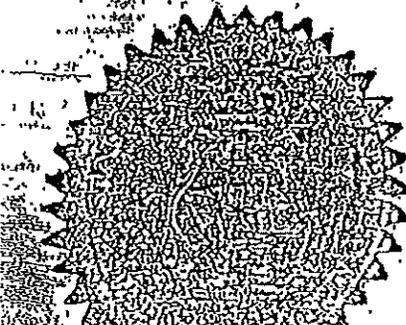
Principal Office: La Crosse, Wisconsin.

Purposes for which organized: educational, and particularly to organize, establish, maintain and conduct a college which shall provide courses of education in all branches of human knowledge, learning, and science; etc.

~~I hereby certify that a certificate has been filed in my office to the effect that a duplicate of said Articles,~~  
bearing my certificate, was recorded in the office of the Register of Deeds of La Crosse County, Wisconsin, on the 24th day of October, 1960.

THEREFORE, The State of Wisconsin does hereby grant unto the said corporation the powers and privileges conferred by the Wisconsin Statutes for the purposes stated and in accordance with said Articles.

In Witness Whereof, I have hereunto set my hand and affixed my official seal at the Capitol, in the City of Madison, this 25th day of October, A. D. 1960

  
ROBERT C. ZIMMERMAN

# IOWA

## SECRETARY OF STATE

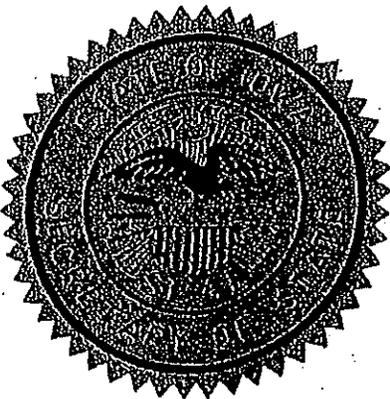
VITERBO UNIVERSITY  
WILLIAM J MEDLAND  
900 VITERBO DR  
LA CROSSE, WI 54601

### ACKNOWLEDGMENT OF REGISTRATION OF ACCREDITED POSTSECONDARY SCHOOL (RENEWAL)

VITERBO UNIVERSITY  
School #23

The Secretary of State acknowledges receipt and filing of the application for Renewal of Registration under Iowa Code chapter 261B of the postsecondary school named above for the period of 7/14/2008 to 7/14/2012 with renewal fees paid in the amount of \$4000.00.

*Registration under Iowa Code chapter 261B permits a registered school to offer courses or programs to Iowa students; the chapter also requires specified disclosures to students in advance of any tuition payment or instruction. It does not confer any authority to grant degrees, nor does it establish accreditation. Further, Iowa Code section 261B.7 provides: "Neither a school nor its officials or employees shall advertise or represent that the school is approved or accredited by the secretary or the state of Iowa nor shall it use the registration as a reference in promotional*



*Michael A. Mauro*

MICHAEL A. MAURO SECRETARY OF STATE

