CARDINAL STRITCH UNIVERSITY

Graduate Catalog

2013-2014

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PREFACE

As the official academic catalog of Cardinal Stritch University, this publication lists all courses and programs in the undergraduate curriculum, graduation requirements, and academic and financial policies in effect as of the beginning of the fall term, 2013.

Cardinal Stritch University regularly reviews its policies and procedures to ensure their clarity and consistent application, as well as compliance with all applicable federal and state laws and regulations, and best practices.
Cardinal Stritch University constantly strives to address program growth and quality services for students and may make alterations to its programs, regulations, policies, and fees. The University reserves the right to change all related information contained herein, at any time, without notification, and as laws require. The information in this catalog is based on the most current information available at the time of publication. It is the student's responsibility to familiarize himself/herself with these policies and to seek further clarity and assistance from the appropriate University department, where necessary. See the University's web site, www.stritch.edu, for additional information.

The Academic Calendar can be found online on the University's web site at http://www.stritch.edu/academiccalendar/. The Exam Schedules can be found at http://www.stritch.edu/search.aspx?searchtext=exam%20schedule

ACCREDITATION AND MEMBERSHIPS

Cardinal Stritch University is accredited by the Higher Learning Commission and is a member of the North Central Association, 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604, phone: (800) 621-7440 or (312) 263-0456, fax: (312) 263-0456, www.ncahigherlearningcommission.org.; http://www.stritch.edu/About/Accreditation/

Cardinal Stritch University is also accredited by the National Council for Accreditation of Teacher Education; the National League for Nursing Accrediting Commission; the Wisconsin State Department of Public Instruction; the Accreditation Council for Business Schools and Programs; and the Commission on Collegiate Nursing Education. The College of Nursing programs are licensed by the Wisconsin State Board of Nursing.

Cardinal Stritch 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.

The University also holds institutional memberships in the following major professional associations:
American Association of Colleges of Nursing
American Association of Colleges of Teacher Education
Association of Catholic Colleges and Universities
Association of Franciscan Colleges and Universities
Association of Governing Boards
Catholic Campus Ministry Association
Consortium for the Advancement of Adult Higher Education
Council for Advancement and Support of Education
Council of Independent Colleges
Franciscan Federation
National Association for Lay Ministry
National Association of Intercollegiate Athletics
National Catholic Educational Association
National Research Center for College and University Admissions
Online Consortium of Independent Colleges and Universities
Wisconsin Association of Independent Colleges and Universities

PROGRAM CHANGE INFORMATION
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GENERAL UNIVERSITY INFORMATION

THE MISSION OF CARDINAL STRITCH UNIVERSITY

Cardinal Stritch University, sponsored by the Sisters of St. Francis of Assisi and rooted in the liberal arts tradition, transforms lives and communities through servant leadership, learning, and service. The University is guided by the Catholic, Franciscan values of creating a caring community, peacemaking, showing compassion, and reverencing creation as we embrace and cultivate the diversity of all of God's creation.

The official University mission statement approved August 2013.

VISION OF THE SISTERS OF ST. FRANCIS OF ASSISI FOR CARDINAL STRITCH UNIVERSITY

Rooted in the values of Catholic Christianity and inspired by the spirit of St. Francis and St. Clare of Assisi and the heritage of the sisters of St. Francis of Assisi, Cardinal Stritch University is an academic community called to transform individuals to "approve the better things" as they discover their purpose in life.

The University encourages academic excellence, along with intellectual, spiritual, and social growth among its entire community—faculty, staff, and students of all ages, faiths, and ethnic backgrounds.

FRANCISCAN VALUES

The sisters of St. Francis of Assisi have articulated a set of values to foster a spirit of service and to renew the University's Franciscan heritage. The values are as follows:

- **Creating a caring community** by respecting each individual's personal dignity; extending hospitality, courtesy and kindness; and sharing friendship and openness
- **Showing compassion for others** by serving and caring for the poor and oppressed; having concern for justice issues; taking responsible social action; offering unselfish service
- **Respecting creation** by respecting all creatures; fostering a simple lifestyle; promoting human dignity and empowerment of people; and exhibiting concern for environmental issues
- **Striving for peace** by healing and reconciling; working for conflict resolution; forgiving; and caring and understanding

INSTITUTIONAL GOALS

At the undergraduate and graduate levels, Cardinal Stritch University's academic programs emphasize general studies, professional preparation and community service. The University is dedicated to assisting individuals in their personal development through pursuit of the liberal arts and career-related courses in a campus atmosphere pervaded by the Judeo-Christian tradition.

The University seeks to foster Christian humanism, professional betterment and good citizenship. To this end, faculty and staff are particularly interested in promoting the intellectual growth, moral formation and self-disciplined behavior of students in such ways that they will become as much concerned about human resources, society's needs, social justice and world peace as they are about the fine arts, the sciences and other fields of knowledge.

THE HISTORY OF CARDINAL STRITCH UNIVERSITY

Cardinal Stritch University is a fully-accredited, Franciscan Catholic University rooted in the liberal arts, located in metropolitan Milwaukee, offering quality, value-centered education to men and women of all ages, races and creeds.

The University was chartered in 1937 by the state of Wisconsin as a degree-granting institution for the sisters of St. Francis of Assisi. Its original name was St. Clare College. In 1946, the name was changed to Cardinal Stritch College in honor of the former archbishop of Milwaukee and a long-time friend of the sisters, Samuel Cardinal Stritch. That same year, lay women were first admitted.

Until 1962, Stritch was located on Milwaukee's south side and, while still at that location, in 1956, a graduate division was established. The sisters had long been recognized for their pioneering efforts and expertise in the fields of special education and reading, and it was these majors that were offered through the new graduate division. Male students were allowed to enroll in these programs, making the graduate division coeducational, while the undergraduate division remained all women until 1970.

By 1982, the need became apparent for a non-traditional delivery system that could accommodate adults returning to school. In answer to this need, Programs in Management for Adults (PMA) were implemented. Designed specifically for the busy schedules of working adults, these programs were enthusiastically embraced. In addition to on-campus offerings, courses were, and continue to be, available at off-campus sites in areas such as Madison, Beloit, Wausau and Eau Claire. In 1987, the programs' success led to the extension of the College of Business and Management to include course offerings and a regional office in the Minneapolis-St. Paul area of Minnesota.

The Office of Professional Development and Licensure, created in 1983 as the Professional In-service Bureau and later known as University Outreach, offers an off-campus delivery system for individuals who wish to pursue individual credit and non-credit courses and conferences.

In 1997, the Cardinal Stritch College Board of Trustees approved and signed a proclamation to move to University status, culminating a two-year research and assessment process. With distinct academic divisions, a heterogeneous student population and a full array of undergraduate and graduate programs, "University" was considered a more appropriate identifier for the institution. With this decision, the college was renamed Cardinal Stritch University and the academic divisions became colleges: College of Arts and Sciences, College of Business and Management, College of Education and Leadership, and Ruth S. Coleman College of Nursing. The Board of Trustees of the institution reaffirmed its commitment to maintaining its Catholic and Franciscan identity, its Franciscan values, its rootedness in the liberal arts, the primacy of the faculty teaching role, the accessibility of faculty and staff, small class sizes, courses taught by faculty, providing undergraduate and graduate education, providing traditional and non-traditional approaches to education and continuing its community service outreach efforts.

In 1998, the first doctoral degree program was offered at Stritch, the Doctorate in Leadership for the Advancement of Learning and Service.

In 2005, a $14 million, 90,000-square-foot expansion of the University's main administration building, Bonaventure Hall, was completed. The expansion created a state-of-the-art learning environment for students and faculty and better enables Stritch to serve the community.

In 2006, the University began offering its first entirely online degree programs: the Master of Education, in the College of Education and Leadership; and the Bachelor of Science in Public Safety Management, in the College of Business and Management.

In 2007, the Saint Clare Center for Ministry Formation was established. The Center, renamed the Saint Clare Center for Catholic Life in 2010, is designed for the education and formation of lay and ordained ministers of the Milwaukee Catholic Archdiocese and other Christian churches of Southeast Wisconsin.

In 2009, Stritch opened the City Center in the former Laboratory Building at The Brewery redevelopment project in downtown Milwaukee, establishing a major new university presence in the heart of the city.

In 2012, Stritch celebrated its 75th anniversary with events, exhibits, performances, and volunteer activities highlighting the University's history and legacy.

Today, programs at the associate, bachelor's, master's and doctoral levels, offered through both traditional and non-traditional delivery methods, continue to position Stritch as a pioneer and innovator in higher education.

STUDENT BODY
The diverse student body at Stritch includes recent high school graduates, college transfer students, working professionals, veterans of the armed services, retired persons, and returning adult students. The University's total full- and part-time enrollment of more than 4,600 students includes more than 250 students living on campus, as well as those who commute and those who take courses off-campus at convenient locations throughout Wisconsin, Minnesota, and Illinois.

FACULTY AND STAFF
Stritch is proud of its administration and teaching faculty, which include both lay and religious members. Full- and part-time personnel include men and women who are highly qualified and experienced in their respective fields. More than half of the full-time faculty members hold terminal degrees in their fields, most of these doctorates. A number of faculty members have established national reputations for their professional achievements and creative talents. Unlike larger institutions of higher education, Cardinal Stritch University does not employ graduate assistants as instructors so students benefit from direct access to faculty members in all of their classes.

LOCATION OF THE CAMPUS

Stritch occupies 40 acres of park-like campus in the residential suburbs of Fox Point and Glendale. Downtown Milwaukee is about a 10-minute drive away, and Lake Michigan is within walking distance of the campus. The University is just off Interstate 43, providing easy accessibility by almost any form of transportation: Mitchell International Airport is minutes away, as are the Greyhound and Badger bus depots, and Amtrak railway station.

For commuter students, the Milwaukee County Transit system provides direct service to the University via bus route 63.

ADMISSION TO GRADUATE PROGRAMS

Graduate programs offered at Cardinal Stritch University are open to men and women who have earned a bachelor's degree from a college or university recognized by a regional accrediting agency. Certain graduate courses are open to qualified undergraduate students with senior status and a 2.75 grade point average. The credit will be considered as part of their undergraduate program, however, and may not be used after graduation as part of their master's program. Special Students, defined as those who have not elected to pursue a specific program, are also welcome at Stritch. (See Special Students section below.)

ADMISSION PROCEDURE AND REQUIREMENTS

When applying for admission, applicants are encouraged to submit an application one month in advance of the starting date of their first semester and obtain advisor approval prior to course registration. Special Students can enroll on a space-available basis up to the beginning of classes. Students who register for a course without having developed a program of study with an advisor proceed at their own risk.

- Graduate application forms are available online at www.stritch.edu.
- Official transcripts of all previous undergraduate and graduate work must be sent directly from the institutions attended. If work is transferred from one institution to another, copies of all transcripts will still be required. Transcripts submitted for admission purposes become the property of Cardinal Stritch University and cannot be returned or copied. The admissions staff has access to the academic records of all students. Therefore, students do not need to request a transcript of Stritch coursework.
- An application fee is required for all degree-seeking students applying to programs in the College of Business and Management. A new application will not be processed until the application fee has been paid. An application fee is not required for applicants seeking admission to graduate studies in the College of Arts and Sciences, College of Education and Leadership, and Ruth S. Coleman College of Nursing.
- A new application must be submitted when changing programs, but the student is not required to pay the fee again (if applicable) or submit new transcripts.
- Additional information may be requested to assist with the graduate application review on a case-by-case basis.
- Individual departments or degree programs have specific minimum cumulative grade point average requirements for admission. In addition, individual departments or degree programs may have additional admission requirements. Please refer to the appropriate section for the specific requirements of the programs of interest.

RE-ENTRY STUDENTS

All graduate students who have withdrawn from Cardinal Stritch University must submit a re-entry application. Official transcripts of any courses taken since leaving the University must also be submitted. Due to the University requirement that all transcripts from prior institutions be on file for all active students, all official transcripts may need to be resubmitted.

Students who leave the University for two or fewer consecutive semesters (not including summer sessions) will re-enter under the academic program/curriculum in effect at the time of their previous enrollment.

Students who leave the University for more than two consecutive semesters (not including summer sessions) will re-enter under the academic program/curriculum in effect at the time of their re-entry.

A dismissed student may apply for readmission after one year upon demonstrating an improvement in motivation or preparation for graduate work. A dismissed student's application for readmission will be referred to the Graduate Admissions Committee for review. If a student leaves the institution for a semester or more, he/she returns at the same standing.

Re-entry to the College of Business and Management

Students in the College of Business and Management who have been out of class for six months or more are required to submit a re-entry application which may include official transcripts of any courses taken since leaving the University. All re-entry students will be required to meet the University graduation requirements and departmental major course requirements in effect at the time of re-entry. All graduate credits applied to a master's degree must have been earned within seven years prior to the time of graduation. The seven years start with date of the **first class** counted toward the degree, **NOT** from the date of completion of the last class. In addition, all undergraduate courses that students wish to apply to satisfy one of the prerequisites for a master's degree program must have been completed within ten years prior to the start of the course for which it is a prerequisite.

INTERNATIONAL STUDENTS

In addition to meeting minimum admission requirements to specific graduate programs, in order to be academically admitted to Cardinal Stritch University, an international student must provide basic information about themselves, their language abilities and their prior education.

The Admissions Office will act on an international student's file when all of the required documents have been submitted. A formal letter will be sent to the student stating the decision of the University.

As the required documents for each particular international student can vary greatly, the Admissions Office has created a web site particular to international students. Students will find information regarding admission, financial aid, visa requirements, and general facts about the University and city of Milwaukee at: www.stritch.edu/internationaladmissions.

SPECIAL STUDENTS

Stritch welcomes those students who wish to take graduate courses, whether or not they have elected to enroll in a master's program. A Special Student application form is required from these individuals. This form must be submitted to the Registrar's Office no later than mid-term of the first semester at Stritch. Special Students are not assigned advisors. When a Special Student seeks admission to a degree program, the University may accept up to 12 graduate credit hours taken as a Special Student at Stritch (this may vary by program). However, a seven-year time limit will apply retroactively from the date of graduation from the selected program.

Students in the College of Business and Management may take up to 9 credits as a Special Student. Additional information may be obtained by contacting an enrollment counselor.

TYPES OF ADMISSION

Applicants may be admitted to the University under the following types of admission. Applicants should refer to their official letter of admission for specific details.

- **Full admission** is granted to applicants who submit official documentation of all required admission criteria as well as any criteria required for admission to specific programs/majors, and meet minimum standards for admission.

- **Conditional/probationary admission** is granted to applicants who submit official documentation of all required admission criteria, as well as any criteria required for admission to specific programs/majors, but do not meet all minimum standards for full admission to the University. Conditional/probationary admission will be granted on a case-by-case basis and may include a period of academic probation. Failure to meet academic probation criteria associated with a conditional/probationary admission could result in dismissal from the University.

- **Provisional admission** is granted to applicants who have not submitted final, official and/or all required admission documentation or do not meet all minimum standards including grade point average but provide sufficient information to determine a preliminary admission decision. A provisional admission status will not be removed until an applicant provides all official admission documentation, as well as any criteria required for admission to specific programs/majors, and a final application review is conducted, resulting in the appropriate final admission decision.

Students in term-based programs are allowed to remain in a provisional admission status for one term. Students in non-term programs are allowed to remain in a provisional admission status for up to 4 credits. If a provisional admission status is not resolved within these guidelines, a student may not be allowed to enroll in additional coursework. Provisional admission could impact financial aid eligibility and receipt of financial aid funds.

UNDISCLOSED TRANSCRIPT POLICY

Undisclosed records may be grounds for dismissal. All applicants seeking admission to degree and/or certification programs at Cardinal Stritch University are required to disclose on their application for admission all previously attended institutions. In addition, all applicants are required to submit official transcripts related to any previously attended institutions.

The following policies and procedures pertain to transcripts not disclosed by an applicant during the admission process. Policies are based on the enrollment status of the student.

- **Applied Not Yet Admitted**
  - For applicants who have applied but not yet been admitted, their status of pending will be upheld until all transcripts are received by the University. The applicant will be notified that an admission decision will not

be made until all transcripts, including the previously undisclosed transcript(s), have been received and their application file is complete.

- **Admitted Not Yet Enrolled**
    - o For applicants who have been admitted but are not yet enrolled in courses, their admission decision will be rescinded and their admission status will be revised to pending/held. The applicant will be notified of this action and that a final admission decision will not be made until all transcripts, including the previously undisclosed transcript(s), have been received and their application file is complete.
- **Re-Entry Not Yet Enrolled**
    - o Applicants seeking re-entry to the University will be processed according to the policies outlined above. Credits appearing on previously undisclosed transcripts will only be considered for transfer from the date of re-admission to the University and/or the date of last attendance at the University.
- **Admitted and Enrolled**
    - o Applicants who have been admitted to the University and are enrolled in courses will be considered in violation of the University's Academic Integrity policies and referred to the Office of Academic Affairs for review and possible dismissal. If the student is allowed to remain enrolled at the University, credits appearing on previously undisclosed transcripts will not be considered for transfer.

TUITION AND FINANCIAL AID

TUITION
Current tuition and fee amounts are outlined on a separate sheet available at the Business Office.
To request this information, please contact the Business Office at (414) 410-4232 or (410) 410-4219.

PAYMENT OF FEES AND REFUNDS
Payment of fees for undergraduate and graduate programs occurs as written in the General Information Sheet, which is published each semester. The information refers to payment of fees, payment plans, financial aid, late fees, deposits, etc.

Withdrawal and refund processes are also addressed. A late fee may be charged for payments made after the due date.

Financial transactions take place in the Business Office, located in the Bonaventure Hall Atrium.

The Program Representatives and the Accounting Office for the College of Business and Management will provide students with information regarding tuition, fees and payment schedules.

FINANCIAL AID
Cardinal Stritch University offers awards which provide financial assistance to eligible students who are unable to meet their total university expenses. Eligibility for financial aid programs is based primarily on financial need—the difference between the total cost of attendance and expected ability of the family (as determined by the FAFSA – Free Application for Federal Student Aid) to contribute toward these expenses.

The Financial Aid Office determines each student's eligibility for financial assistance using federal methodology. Students must submit an approved application form annually so that eligibility for assistance can be determined. The methodology assumes that it is the primary responsibility of the student and/or the student's family to pay for university costs as they are able. The ability to pay is determined by examining the family's current financial condition and considering such factors as family income and assets, taxes paid, family size, non-taxable income and benefits, etc.

Occasionally a student and/or student's family has special circumstances that can impact the ability to pay. Special circumstances may include, but are not limited to, unusual medical expenses, loss of employment, and divorce/separation. In such cases, the student should contact the Financial Aid Office to discuss possible options for an additional review of their financial aid information.

GENERAL APPLICATION PROCEDURE
All students should apply for financial aid well in advance of their intended enrollment date. Students are encouraged to apply for financial aid at the same time application is made for admission to the University.

Students should submit the Free Application for Federal Student Aid (FAFSA) to the central processor.

FAFSAs are usually available in November or December for the upcoming academic year but are not to be filed before January 1st. Students are strongly encouraged to submit their financial aid form(s) by March 15th in order to be eligible for all forms of financial assistance.

Due to federal verification requirements, a signed IRS tax transcript, a signed copy of the student's federal income tax form or other pertinent financial records may be needed to complete the financial aid application process. The Financial Aid Office will request the required documents on an individual basis as needed.

All students receiving financial aid will be required to make satisfactory academic progress toward a degree. Lack of satisfactory progress will result in the suspension of further financial aid until such time as the student again is in compliance with the Satisfactory Academic Progress policy.

A graduate student needs to be accepted into a degree program. If accepted in a term-based program, a student must be enrolled in at least 4 credits each semester to receive financial assistance. If accepted in a non-term based program, financial assistance is also available. Some scholarships and assistantships are available through specific graduate departments.

FINANCIAL AID ATTENDANCE POLICIES

College of Business and Management Institutional Holidays and Designated Breaks
Holidays and designated breaks are listed in each cohort's calendar. See the CBM Student Handbook for details about attendance.

Leave of Absence – College of Business and Management
Students are strongly encouraged to request a leave of absence if they will be out of attendance for more than 29 days, whatever the reason. The failure to utilize a leave of absence may have an adverse impact on financial aid.

Students can contact the Financial Aid Office or their Academic Advisor in order to request a leave of absence. Stritch may grant a student a leave of absence of up to 175 days in any 12-month period during which the student is not considered withdrawn and a return of funds calculation is not required. This must be done in writing no later than the student's last day of attendance before the leave.

Request for Multiple Leaves of Absence – College of Business and Management
Stritch may grant multiple leaves of absence as long as all of the leaves added together do not exceed 175 days in a 12-month period.

College of Arts and Sciences, College of Nursing and College of Education and Leadership (Term-Based programs)

Scheduled Breaks – CAS, CON, COEL
Scheduled breaks are included in the academic calendar as published in the undergraduate and graduate catalogs. Students are allowed a summer break between academic years. Individual programs may vary from the University academic calendar. In these cases, scheduled breaks will follow the published program calendar.

Leave of Absence– CAS, CON, COEL
A leave of absence may be requested in writing to the Financial Aid Office or Academic Advisor. This must be done in writing no later than the student's last day of attendance before the leave. This is not in addition to any scheduled breaks.

College of Education and Leadership (Non-Term-Based Programs)

Leave of Absence
Students may request a leave of absence in writing to the Financial Aid Office or Academic Advisor. This must be done in writing no later than the student's last day of attendance before the leave. The leave of absence is not in addition to a scheduled break.

The time allowances for scheduled breaks and holidays are program specific and will be provided with program information.

PROGRAM TYPES (TERM-BASED, NON-TERM-BASED)
Term-Based programs include:
College of Arts and Sciences
Clinical Psychology
Piano
Religious Studies
College of Education and Leadership
Special Education
Teaching
Teaching, Learning and Leadership
Urban Education
Urban Special Education
Doctoral Studies

Non-Term-Based programs include:
College of Business and Management
All Master's programs

College of Education and Leadership
  Educational Leadership
  Instructional Technology
  Language and Literacy
  Literacy and Learning Disabilities
College of Nursing
  Nursing
College of Arts and Sciences
  Sport Management

SATISFACTORY ACADEMIC PROGRESS (SAP)

The Department of Education requires institutions to establish and apply reasonable standards for measuring satisfactory academic progress (SAP) in a student's educational program for the purpose of determining eligibility for financial aid under Title IV HEA programs. This policy will outline the definition of student progress towards a degree, the consequences to the student if progress is not achieved, and how a student can reestablish eligibility.

Institutions are required to measure satisfactory academic progress using both quantitative and qualitative standards. These standards are defined below. Failure to meet either the quantitative or qualitative standard requirement will result in a warning, probation, or a suspension of financial aid.

Quantitative Standards

Maximum Accumulation of Credits/150% Rule

Each academic program has a published program length, measured in credit hours. Students will not be eligible for financial aid for any credits that are attempted in excess of 150% of the published credit length of their program. Credits transferred to the University shall be included in the calculation of attempted and completed credits for the purpose of determining the total 150% timeframe. If after review of a student's satisfactory academic progress status it is determined that a student will exceed 150% of the published program length, or will be unable to complete his or her program within the 150% timeframe, his or her Title IV financial assistance will be suspended. Students may appeal the loss of financial aid eligibility due to the 150% rule. The appeal process is defined within the "Appeals and Reinstatement" section of this policy.

Examples:

Degree	Published Program Length	150% Credit Limit
Masters	30 - 48	45 - 72
Doctorate	60	90

The undergraduate and graduate catalogs define the number of credits needed to complete each program.

Minimum Rate of Successful Course Completion

Students must earn at least 67% of the credits that they attempt. Satisfactory academic progress is checked at the end of each payment period for non-term programs, and the end of every semester for standard term programs. Credits transferred to the University shall be included in the calculation of attempted and completed credits. Courses in which a student receives an incomplete will be counted as attempted but not as earned credits. Once an incomplete is resolved, a student can notify the Financial Aid Office to have their rate of completion reevaluated. Grades of W, WU, and WF will be treated as attempted and not earned. Courses that are repeated will be treated as attempted, but only will count as earned credits once. Developmental coursework will be counted as attempted and earned as long as a minimum grade of C or better is achieved. Courses taken as audit are not counted as attempted or earned credits.

Examples:

Credits Attempted	Minimum Necessary Credits Earned
24	17
48	33
72	49

96	65

Qualitative Standards

Minimum Grade Point Average

Students must maintain an acceptable cumulative grade point average throughout the duration of their programs. For undergraduates, the minimum cumulative grade point average shall be 2.0. For graduate students, the minimum cumulative grade point average shall be 3.0. A student's grade point average is officially checked at the end of every payment period for non-term programs, and at the end of every semester for standard term programs.

A student's cumulative grade point average is calculated using only those credits and grades earned at Stritch. The grade point average is computed by multiplying the credit hours for each course by the quality points earned for each grade received. The quality points for all courses recorded are totaled, and this number is divided by the total number of semester credits graded. All courses are included in the computation except those in which grade of "W" (Withdrawal), "WU" (Unofficial Withdrawal), "S" (Satisfactory)", "DV" (Developmental Credit), and "AU" (Audit) are received.

Undergraduate level prerequisite courses taken as part of a graduate degree program are not included in calculating the grade point average.

For courses that are retaken by a student, the grade awarded for the course the first time it was taken remains on the transcript, but is no longer counted in the grade point average.

Consequences of failing to meet SAP standards

Financial Aid Warning Status

Any student who does not meet satisfactory academic progress during a given semester or payment period will be put on financial aid warning status for the following semester. A student may receive financial aid while on warning. No appeal is necessary for students on warning status. A student will be notified in writing that his/her financial aid is now in a warning status.

Financial Aid Probation Status

If after a semester of financial aid warning a student has not reestablished eligibility based on the qualitative or quantitative standards described above, the student has lost eligibility for financial aid. The student may submit an appeal to the Financial Aid Office (the appeal process is described below). This appeal will be reviewed by the SAP committee and, if approved, will allow the student to be placed on probation status (if denied, see financial aid suspension status below). If it is determined that a student cannot regain eligibility after one semester/payment period on probation, an academic plan may need to be established. Failure to adhere to the academic plan would result in the student being placed on a financial aid suspension status. A student will be notified in writing that his/her financial aid is now in a probationary status along with any conditions associated with this status.

Financial Aid Suspension Status

Any student who is failing the SAP standards and who does not appeal, has an appeal denied, or does not agree to adhere to an academic plan (if necessary) as part of their probationary status, will be placed on financial aid suspension. A student on suspension has lost eligibility for financial aid. The process for re-establishing eligibility is outlined below. A student will be notified in writing that his/her financial aid is now in a suspended status and how to reestablish financial aid eligibility.

Reestablishing Financial Aid Eligibility

If a student loses eligibility for financial aid, he or she will need to obtain a minimum 2.0 cumulative grade point average (undergrad) or 3.0 cumulative grade point average (graduate), and re-establish a completion percentage of at least 67% for attempted coursework while not receiving financial aid at the University. He or she will have to notify the Financial Aid Office once the above minimums have been achieved to verify if eligibility for financial aid can be reinstated for further coursework. A student who transfers to another institution and then reenrolls at the University will need to have sufficient transfer credits to obtain the above quantitative standards in order to reestablish eligibility for financial aid.

Appeals and Reinstatements

Students are able to appeal the loss of financial aid eligibility due to their failure to meet satisfactory academic progress standards after a semester or payment period on financial aid warning status. Students are also able to appeal the 150% rule if they feel there are extenuating circumstances that prevented them from completing their program of study within this defined limit. Circumstances that may warrant an appeal include, but are not limited to, the following examples: medical reasons, full-time employment, or being out of school for a long period of time. Previous non-receipt of federal financial aid funds does not qualify as an extenuating circumstance.

As part of the appeal, a student is required to provide information regarding why he or she failed to make satisfactory progress, and what has changed in the student's personal situation that will allow them to demonstrate satisfactory academic progress at the end of his or her next semester or payment period.

A student who is failing SAP would address this appeal to the Financial Aid Office.   Appeals will be reviewed by a SAP committee on the second and fourth Thursday of every month. The SAP committee will be comprised of two members of the Financial Aid Office, with one member representing either the Director or Associate Director level, a member of the Student Success Center, a member of the Registrar's Office, and a member of the College of Business and Management advising team. This committee will be responsible for reviewing the appeals and either reinstating eligibility for financial aid via the financial aid probationary status, or placing a student in financial aid suspension status. The decision of the committee is final.

Students will be notified in writing of the appeal decision within approximately two weeks of the committee's meeting.

FEDERAL LOAN PROGRAMS
A loan is a form of financial assistance that requires repayment. To be eligible to receive any federal loans, the general application procedures must be followed.

William D. Ford Federal Direct Unsubsidized Stafford Loan Program
This program enables students to obtain a long-term, low-interest loan to help meet their educational expenses. Any student regardless of need who is enrolled at Stritch at least half-time in a degree or eligible certificate program, who is a citizen or permanent resident of the United States, and is not in default on another federal student loan may apply. Applicants must maintain satisfactory academic progress. A student's financial aid package must be completed prior to approving the amount of the loan since loan amounts are dependent upon other aid received. Interest will accrue while the student is in school. Students are able to make arrangements to pay the interest as it accrues or they can defer that interest and it will be capitalized prior to repayment. The interest rate is fixed.

Graduate students may borrow up to $20,500 in an Unsubsidized Stafford loan per academic year. Students may not borrow more than the cost of education as determined by the Financial Aid Office.

For additional information on loans or other forms of financial assistance, please contact the Financial Aid Office at (414) 410-4048.

PLUS Loans for Graduate Students (Grad PLUS)
Graduate students can borrow under the Federal PLUS Loan program. Similar to the PLUS for parents, credit-worthy graduate students can apply for a Grad PLUS loan regardless of need. A student's financial aid package must be completed prior to approving the amount of the loan since loan amounts are dependent upon other aid received. Students may borrow up to the cost of education minus other financial aid (as determined by the Financial Aid Office). Repayment begins on the date of the last disbursement, and may be deferred as allowed by the Federal government. The interest rate is fixed.

Scholarships, Internships and Graduate Assistantships
Graduate students should check with their individual graduate department regarding opportunities for these forms of assistance.

STUDENT EMPLOYMENT
Jobs are available on campus for students with and without financial need. Preference is given to those students with financial need who are enrolled full-time, but those students with financial need who are enrolled part-time are also eligible. There are a limited number of student jobs available, so students need to be proactive in their search. Students interested in locating part- or full-time employment can schedule an appointment with a counselor in the Student Success Center to develop a job search strategy.   Student worker opportunities are posted at http://career.stritch.edu.

WITHDRAWALS, REFUNDS AND RETURN OF FUNDS
Students receiving financial aid who withdraw entirely from the term/payment period in which they have received aid are subject to federal refund regulations.

Students withdrawing from some classes while continuing enrollment in other classes are subject to a revision of financial aid.

For more information regarding refund and withdrawal policies, please contact the Financial Aid Office at (414) 410-4048.

GRADUATE STUDIES AT STRITCH

Graduate programs are offered through the Colleges of Arts and Sciences, Business and Management, Education and Leadership, and Nursing. Information on programs offered through each college is located in designated sections of this catalog. All pro-grams offer qualified men and women the opportunity to pursue advanced studies and to develop research skills at times convenient to their schedules, both on and off campus.

On-campus courses in the College of Education and Leadership are scheduled for late afternoons, evenings and Saturdays during the regular school year and during daytime and evening hours in the summer.

The College of Business and Management offers evening classes for working adults who desire a management or business-related master's degree. These courses run on an accelerated schedule and are conducted throughout the year, both on campus and at off-campus sites and classroom locations in the metropolitan Milwaukee area, through-out the state of Wisconsin, in the Minneapolis/St. Paul area and in other areas of Minnesota. Classes are also taught online.

Graduate programs are offered through the four colleges in the following areas of specialization.

COLLEGE OF ARTS AND SCIENCES

The Master of Arts in Clinical Psychology program is designed to provide training for individuals to prepare them for a doctoral degree and/or employment in a variety of mental health settings. The program is founded on Franciscan values and an appreciation of, deep respect for, and commitment to diversity, ethical practice, and service. This 48 credit program embraces the scholar-practitioner model to develop competent mental health care providers who are critical thinkers, intelligent consumers of research, and skilled in providing psychological services in a variety of health care settings. Integration of theory and practice and consideration of the roles of culture, race, and gender will cut across all courses.

The Master of Arts in Religious Studies program is a 30 credit degree program is designed for students with a wide range of career goals, from education and catechetics to preparation for a doctoral degree in religious studies or a related field of study. Many of our MARS students may be seeking more than academic preparation. Thus, the department also provides students opportunities for theological reflection and spiritual direction.

The Master of Music in Piano program is designed to develop highly advanced performance skills, foster a strong commitment to teaching and engage students in the promotion of music. This program requires a vigorous discipline in which students master professional performance skills and artistry. The degree requires 32 credits of academic and applied study culminating in a master's-level recital performance.

The Master of Science in Sport Management program is designed to prepare students for careers in professional, collegiate, and not-for-profit athletics as well as wholesale/retail sporting goods, facility and event management, and health and fitness club management. The 30 credit program can be completed in approximately two years. The program offers a wide variety of courses that focus on all aspects of management in the sport industry.

COLLEGE OF BUSINESS AND MANAGEMENT

The Master of Business Administration (MBA) is for students interested in middle- or upper-level management of an enterprise.

The Master of Science in Management (MSM) is for students interested in the internal management of private and non-profit organizations.

COLLEGE OF EDUCATION AND LEADERSHIP

The mission of the College of Education and Leadership is to transform lives and communities by preparing leaders for learning and service. All programs in the College of Education and Leadership are united by a common conceptual framework:

The College of Education and Leadership is an innovative and compassionate community devoted to bridging knowledge, practice and service. For each degree program, outcomes and candidate performance indicators delineate the knowledge, skills and dispositions to be developed in candidates for graduate degrees and/or advanced certification. As a unit, the College of Education and Leadership is committed to effectively preparing candidates to meet the following standards of behavior:

- Teachers know the subjects they are teaching.
- Teachers know how children grow and can provide appropriate instruction.
- Teachers understand that children learn differently and can meet their diverse needs.
- Teachers know how to teach and use a variety of strategies including technology.
- Teachers know how to communicate well.
- Teachers plan different kinds of lessons.
- Teachers know how to assess student progress.
- Teachers evaluate their effectiveness and seek opportunities to grow professionally.
- Teachers are connected with other teachers and the community and behave in a professional manner.

Courses in the following programs can be applied toward requirements for either initial or extended teacher certification in Wisconsin. Some students who are not residents of Wisconsin may be assisted toward out-of-state certification. Interested students should check with their faculty advisor. Master's degrees for educators are available in both traditional and accelerated formats in most cases.

The Master of Science in Educational Leadership leads to principalship and director of instruction certification in a 31-credit, cohort model.

The Masters of Arts in Inclusive Education leads to teacher certification in both regular and special education. This program is designed for post-baccalaureate individuals, who frequently bring previous experience from another career field.

The Master of Education in Instructional Technology degree is for teachers interested in effective use of instructional technology. The programs prepare teachers to assume a leadership role in implementing and guiding instructional technology.

The Master of Arts in Language and Literacy leads to certification as a 316 Reading Teacher and a 17 Reading Specialist.

The Master of Arts in Literacy and Learning Disabilities leads to certification as a 316 Reading Teacher and an 811 Learning Disabilities Teacher.

The Master of Arts in Literacy and English as a Second Language leads to certification as a 316 Reading Teacher and 395 ESL.

The Master of Arts in Special Education can include either initial or extended certification in cross-categorical special education. Completion of additional courses and action research then leads to a Master's degree. Adaptive education certification is also offered.

The Master of Arts in Teaching leads to certification with the opportunity to complete a Master's degree during the first year of employment as a teacher. This cohort model allows full-time students to complete certification in 18 months.

The Master of Education in Teaching, Learning and Leadership is for the classroom teacher. The program enhances best teaching practices through integration of Wisconsin Teacher Standards.

The Master of Arts in Urban Education is specifically designed for post-baccalaureate students who frequently bring previous experience from another career field, as well as those students who have a desire to teach in diverse settings, urban environments, and underrepresented populations.

The Master of Arts in Urban Special Education is specifically designed for teachers who have been recruited and selected by two national organizations, the Milwaukee Teaching Fellows (MTF) and Teach for America (TFA). This is a post-baccalaureate program for individuals who desire to work with learners in special education programs in high need schools.

The District Administrator Licensure Program leads to certification for the superintendent's license in the state of Wisconsin. This license permits the student to serve as a superintendent or assistant superintendent.

The Doctorate in Language and Literacy develops literacy leaders who understand theoretical, instructional, and cultural models of literacy and who use their knowledge to service literacy acquisition, development, and instruction at a global, community, school, and personal level. It will lead students to visualize new trends in literacy education by balancing theory and pragmatics to support informed, systemic change. Students will acquire understanding of and familiarity with a wide range of perspectives but each student will develop a specific interest or a particular area of specialization within the field of literacy.

The Doctorate in Leadership for the Advancement of Learning and Service degree emphasizes a balance of theory, research, reflection and practice. The doctorate prepares you to make significant contributions to your organization and community and will help you become a transformational leader in higher education. The format consists of monthly weekend seminars, intermittent learning team meetings, summer institutes and community mentor interactions within the cohort model. Students may select between the Ed.D. or the Ph.D. track.

The Doctorate in Leadership for the Advancement of Learning and Service in Higher Education prepares you to make significant contributions to your organization and community and will help you become a transformational leader in higher education. The program is designed for current and aspiring leaders working in two- and four-year colleges and universities and community and technical colleges who seek to be a catalyst for meaningful change within their organization. In this program, you can earn either a Ph.D., which is more research-based, or an Ed.D., which is more practitioner-oriented.

For the College of Education and Leadership, the University works with school districts to offer master's programs at various school sites depending on community needs and demand.

RUTH S. COLEMAN COLLEGE OF NURSING

The Master of Science in Nursing program provides for the preparation of nurse educators who can work with a range of clients in diverse communities and formal nursing education programs.

ACADEMIC REGULATIONS

REGISTRATION
When all admissions procedures have been completed, qualified degree-seeking applicants will receive a letter of acceptance from the Office of Graduate Admissions. In the case of applicants for programs in Arts and Sciences and Education and Leadership, this letter will notify students of their advisors. Applicants should then contact their advisors to schedule an appointment to plan a program of study. Students enrolling in a cohort format master's program through the College of Education and Leadership, College of Arts and Sciences or College of Nursing will be registered in all courses of their program. A tuition deposit must accompany each student's registration.

Cardinal Stritch University students are strongly recommended and in many cases required to meet with an advisor/counselor prior to course selection. Advisors/counselors are available to assist students with course selection and registration; however, it is the student's sole responsibility to ensure they meet all requirements for their degree.

After receiving a letter of acceptance from the University, College of Business and Management applicants will receive invitations to attend a meeting at which they will fill out appropriate forms. Subsequently, the applicants will attend an orientation meeting at which time the entire program will be reviewed. All students in the cohort programs will be registered in all courses of their program. See CBM student handbook for more details.

Please Note:
For any changes in course selection which occur after initial registration, students should consult with their program advisor. College of Business and Management students should consult with their Academic Counselor.

Permission of the instructor is required if a student wishes to register for a course after it has begun.

To be waived out of a particular course, students will need to complete a waiver form that is supplied by their advisor and must be signed by the Office of the Registrar. To withdraw from courses in a cohort program, the student must submit a written request for withdrawal to their advisor. Advisor approval is required before selected courses are reported to the Registrar.

If a student wishes to take a course at another college or university, the course must first be approved by the student's faculty advisor or Academic Counselor and then by the Registrar to assure that credits will transfer to Stritch.

Audit status is never changed to credit status after the first week of class. However, credit status may be changed to audit status, with permission of the instructor, up to the last date for academic withdrawal (specified on the academic calendar or in the college/program handbook).

CLASSIFICATION
Full-time traditional graduate students are those enrolled for a minimum of 7.0 credits per regular semester, or 3.5 credits during summer session. Half-time traditional graduate students are those enrolled for at least 3.5, but less than 7.0 credits per regular semester, or at least 1.75 but less than 3.5 credits during the summer session. All other traditional graduate students are considered to be enrolled less than half-time.

COHORT DEGREE PROGRAMS
In most cases, students will be considered full-time while registered for classes within their cohort degree program. Breaks in class attendance resulting from prerequisite coursework not needed, transferred coursework, courses for which the student tests out and are not taken, or approved leaves of absence will not alter the full-time status of students.

TIME LIMIT
Students must complete all requirements for the master's or doctoral degree within seven consecutive academic years. Credits on a student's record for more than seven years will not be accepted toward the degree without permission of the Graduate Standards Committee. Permission is granted only under extraordinary circumstances. Students who have not been enrolled at the University for two consecutive academic semesters (not including summer) must reapply to the University and to the program. See re-entry requirements, page 13. A second application fee is not required.

COURSE LOAD

The maximum course load permitted for those engaged in full-time study during the academic year is 12 semester hours of graduate work during a regular semester and nine credits during the summer session. This regulation assures the graduate student adequate time to produce quality work.

In cohort programs, students may not carry more than the normal program credit load without special permission from the respective college.

CREDIT HOUR

Department of Education Regulation Definition for Credit Hour

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:
1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Cardinal Stritch Definition of Credit Hour

Credit and Time Requirements (always applicable in postsecondary institutions)

Program Lengths
a.   Associate degrees require a minimum of 60 semester credits and the equivalent of two academic years.
b.   Baccalaureate degrees require a minimum of 120 semester credits and the equivalent of four academic years.
c.   Post-baccalaureate degrees require a minimum of 30 semester credits and the equivalent of one academic year and must meet additional credit and time requirements according to degree level and title.
d.   Postsecondary professionally-oriented non-degree-granting programs in degree-granting institutions have semester, clock hour, and/or other time requirements commensurate with the subject matter and purposes of specific programs.

A credit hour at Cardinal Stritch University is the amount of work a typical student is expected to complete while meeting all of the learning outcomes of the course at a level of competency. The amount of work may be dictated by the delivery methods of the course, pedagogy, calendar, discipline, and degree level and typically involves the amount of time on task, academic rigor, complexity of outcome, and resources.

The amount of work completed by the student must be connected directly to the learning outcomes of the course and be verified by evidence of student achievement, e.g., readings, assignments, study team requirements, practicum, homework, classroom attendance, examinations, practica, laboratory work, internships, and supervised studio work.

Credit shall be awarded consistently according to the published credit policies of Stritch and in compliance with the Department of Education standards. Normally, a semester hour of credit represents at least three hours of work each week, on average, for a period of fifteen to sixteen weeks. Correspondingly, a quarter hour of credit represents at least three hours of work each week for a period of ten or eleven weeks. Credit for short-term offerings must be computed on the same basis. In all cases, faculty contact must be sufficient to ensure the development of knowledge and skills required by each course. Normally faculty contact is greater at the foundation or introductory level.

For colleges and programs offering courses for abbreviated time periods, or in independent study, faculty must ensure that students completing such programs or courses acquire levels of knowledge, competence, and understanding comparable to that expected of students completing work in the standard time period.

All courses at Cardinal Stritch University must comply with the policy of one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for a minimum of fifteen weeks for one semester credit or the equivalent amount of work over a different amount of time by using commonly accepted educational standards, the work must be verifiable, and the work must be specified in the following three areas, at all levels at the institution (undergraduate, graduate, and doctoral): 1) classroom instruction (in person or online); 2) study team hours (typically outside of scheduled class time); and 3) Out-of-class work, such as homework, online work (e.g., CMS), field work, practica, laboratory work, internships, and so forth. For each of the different levels at the University the expectation is that the work quality and quantity will differ based on learning outcomes. The traditionally formatted courses at Cardinal Stritch University adhere to #1

definition from the Department of Education and the non-traditionally formatted courses adhere to #2 definition from the Department of Education.

For example for the **College of Business and Management** students in a three credit course may spend, at a minimum, 20 hours in classroom instruction for every three semester hours earned (4 hours weekly x 5 weeks = 20 hours).

- Students spend, at a minimum, 20 hours in structured learning team activities for every three semester hours earned (4 hours weekly x 5 weeks = 20 hours).
- In addition, "homework" which equals 20 hours per week in addition to class time is expected of the students through the assignments and outcomes, providing approximately 100 hours of study outside of class per course (20 hours weekly x 5 weeks = 100 hours)
- Course modules document the learning team and homework requirements. Each module requires specific, measurable individual student assignments as well as one major learning team assignment. These published assignments/outcomes document the rigor of the course and have, historically, served to prove that "seat time" comparability exists in each accelerated course.
- In this example, the total number of hours dedicated to a three credit course is 140 hours.

For example, in the **College of Arts and Sciences** students in a three credit course may meet in class for one hour each day for three days per week for 15 weeks in the semester for total of 45 hours in class. In addition, students may be assigned a minimum of two hours of out-of-class student work per credit, each week for approximately fifteen weeks during the semester, as verified in the syllabus, for a total of 90 hours of work. In this example, the total hours of work dedicated to learning outcomes would be 135 hours for the three credit course.

For example, in the **College of Education and Leadership**, the doctoral students in a three credit course may meet for eight hours one weekend per month for 15 weeks, or four total weekends for a total of 30 hours in class. In addition, students will be assigned a minimum of 6 hours of homework per week (80 hours total) and a minimum of 4 hours of study team work per month outside of class for a total of 20 hours per semester. In this example, the total hours of work dedicated to the learning outcomes would be 130 hours for the three credit course.

College of Nursing
ADN Traditionally formatted courses
Meets credit hours as defined:
Theory   1 credit = 1 - 50 minute hour
Laboratory 1 credit = 2 - 50 minute hours
Clinical   1 credit = 3 - 50 minute hours
Classes meet for fifteen-50 minutes periods per credit hour. Laboratory sessions usually receive one credit for 2 contact hours for 100 minutes. One credit of clinical is equal to 3 clock hours or 180 minutes

BSN-Completion (Accelerated)
Three credit theory   Meets for 6 weeks (3.5 hours per week in class and 3.5 hours per week for five weeks in study teams.)
Four credit theory   Meets for 8 weeks (3.5 hours per week in class and 3.5 hours per week for seven weeks in study teams)
Study teams do not meet the week before a class begins.

Study teams meet at least once a week outside of class for a total of 17.5 hours (3.5 hours per week for 5 weeks) for 3 credits courses and 24.5 (3.5 hours per week for 7 weeks) for 4 credits.

Each study team must accurately document the time and involvement of the team on the study team log. These logs will be kept with the course evaluation material to verify that the required clock hour time was achieved for the course. Each study team member will complete an evaluation of the study team's efforts using the study team evaluation form. (These forms will be kept with the course material).
Clinical and theory combines one day per week for 12 consecutive weeks. The clinical day replaces the standard 5-9 pm class time.

MSN (Accelerated Format)
Theory 2 credits = 6 weeks-4 hours per week (24 hours)
3 credits = 8 weeks-4 hours per week (32 hours)

Practicum
3 credits = 12 weeks (84 hours) – practicum logs document time spent
4 credits = 16 hours (112 hours) – this is part theory and part final graduate/thesis time. (no log kept)

Verification

Adherence to the definitions of Credit Hours is verified by the details within the syllabi for each course. The faculty member, department chair, and College Deans are responsible for oversight and verification of credit hours. The department chair reviews and evaluates syllabi for all of the courses every semester. Part of the review includes adherence to the Credit Hour policy. In addition, the assessment tools and data are utilized (e.g., LiveText) to evaluate if the learning outcomes are being accomplished, thereby adhering to the academic work leading to the award of credit hours.

Directed, Independent Study, and Internship Guidance

Credit hours applicable for a given course or academic experience must be reasonably equivalent to the standard of 3 hours combined direct instruction and student work per week, per credit hour for a 15-week semester.

A 3-credit directed or independent study or internship should require the equivalent of 9 hours of combined direct instruction and student work per week for the equivalent of a 15-week semester. Given that the "course hour" is 50 minutes, this would be a baseline of 112.5 total hours for the course.

Specific directed or independent study and internship guidelines and forms are provided at the school/college from which the course is being taken. Guidelines at the college/school level may include the number of directed or independent studies (or credits) and internships permitted per student for a single degree. Course numbers are assigned as the directed or independent study. However, the general standards apply across all academic units and all levels of students.

ATTENDANCE

Regular attendance at classes and laboratory sessions is expected. Students are directly responsible to their instructors both for attendance and for work missed for any reason, including late registration and illness. Specific attendance policies will be provided at the beginning of each course.

Traditional Calendar Programs

Any short-term absences (one week or less) should be reported to the respective instructors. Any long-term absences (more than one week) should be reported to their academic advisor in the Student Success Center. Students are responsible for any work missed during an absence. Undocumented absence from all courses for more than 14 calendar days will result in a student being administratively withdrawn from the university. Refer to the Administrative Withdrawal for Non-Attendance section below.

Accelerated/Cohort Degree Programs

Any short-term absences (one class period) should be reported to the respective instructors. Due to the nature of cohort degree programs, extended absences cannot be accommodated. Students should contact their respective academic advisors if extended absences are anticipated. Any undocumented absences of more than 14 calendar days will result in a student being administratively withdrawn from the University.

TRANSFER CREDIT

Up to nine credits may be accepted from another regionally accredited school toward a master's degree earned at Cardinal Stritch University (subject to further restrictions by individual departments). These credits may include credits which have already been applied toward completion of another graduate degree program. No coursework may be applied toward a degree if it is more than seven years old at the time of graduation. Students must provide Cardinal Stritch University official transcripts substantiating transfer coursework. All coursework must have a letter grade ("A" to "F" or equivalent) to be considered. Only graduate coursework with an equivalent grade of "B-" and above will qualify for transfer to graduate degree programs at Stritch.

Undergraduate courses recognized as meeting graduate prerequisite requirements must have a grade of "C" or better. Undergraduate courses used to meet post-baccalaureate certification requirements must have a grade of "C-" or above. (Subject to further restrictions by individual Colleges.)

ADDING, DROPPING OR WITHDRAWING

In traditional fall and spring academic terms, a student may drop or add courses during the first week of classes (Drop/Add Period) through the Office of the Registrar. Dropped courses will not appear on the student's academic record. For summer courses and/or courses that are scheduled for less than a full traditional academic term, a student may drop or add courses prior to the course start date.

In cohort degree programs, a student must drop and add courses prior to the beginning of each course.

After the Drop/Add Period, a student may not add a course. For courses scheduled in traditional academic terms, a student may withdraw from a course up to the 2/3 point of course meetings. A student in a traditional calendar degree program must withdraw, in writing, with the Office of the Registrar.

A student in a cohort calendar program must process a withdrawal through the college or program department as specified in the college student handbook.

Students who are withdrawn by the University for non-attendance prior to the 2/3 point of the traditional semester and/or a cohort course will be assigned a grade of 'WU', unofficial withdrawal.

Students who are withdrawn by the University for non-attendance after the 2/3 point of the traditional semester and/or a cohort course may be assigned a grade of 'WF', unofficial withdrawal failing, or the earned grade (as assigned by the instructor).

Withdrawal from all courses is the same as withdrawing from the University. To withdraw from the University, the traditional term student must contact the Office of the Registrar in person or in writing on or before the last date of with-draw-al as listed on the semester calendar. The recorded date of withdrawal will be the date the Office of the Registrar is notified of the student's intent. The student will then receive a grade of "W" for all courses.

Students in cohort degree programs should contact their Academic Advisor or department chair for course and program withdrawals. Students will receive a grade of "W" only for course(s) that they were attending at the time of their program withdrawal.

ADMINISTRATIVE WITHDRAWAL

An administrative withdrawal refers to the involuntary withdrawing of students from enrollment in classes by a faculty member or University administrator. Administrative withdrawals are initiated by officials of the University for compelling reasons, such as registration in violation of university regulations, failure to comply with academic requirements, failure to pay university tuition/fees on time, disciplinary suspension, non attendance, or other such reasons deemed appropriate by the proper administrative officer. Information regarding administrative withdrawal on psychological, psychiatric or medial grounds may be found in the Administrative Medical Withdrawal policy below. Further information regarding administrative withdrawal, procedures and the appeal process is available in the Business Office.

The University reserves the right to administratively withdraw any student whose conduct and/or academic performance is considered unsatisfactory, or whose further attendance is not deemed to be of mutual benefit to the University and the student. For further information, please refer to the section on Academic Policies.

Administrative Withdrawal for Non-Attendance

Cardinal Stritch University requires students to attend courses in order to remain a current student. Students who stop attending some, but not all course are considered to be "in attendance" at the University and are subject to the withdrawal policies detailed above. Students who have undocumented absences in all courses for more than 14 calendar days will result in a student being administratively withdrawn from the university for non-attendance and subject to the actions detailed below.

Traditional Calendar Degree Programs

Students who are withdrawn by the University for non-attendance prior to the 2/3 point of the traditional semester will be assigned a grade of 'WU', unofficial withdrawal. Students who are withdrawn by the University for non-attendance after the 2/3 point of the traditional semester be assigned a grade of 'WF', unofficial withdrawal failing, or the earned grade (as assigned by the instructor).

Accelerated/Cohort Degree Programs

Students in an accelerated/cohort degree program who are withdrawn by the University for non-attendance prior to the 2/3 point of a cohort course will be assigned a grade of 'WU', unofficial withdrawal.
Students in an accelerated/cohort degree program who are withdrawn by the University for non-attendance after the 2/3 point of a cohort course may be assigned a grade of 'WF', unofficial withdrawal failing, or the earned grade (as assigned by the instructor).

Administrative Medical Withdrawal

The following lists the standards and procedures for administrative withdrawal on psychological, psychiatric or medical grounds:

A student may be subject to administrative medical withdrawal from the University, or removal from University housing, if it is determined by the Senior Director of Student Success (and in consultation with the Director of Student Support and the Director of Student Experience at Stritch, as well as a professional counselor or local mental health care institutions and/or agencies when appropriate) that a student with a mental disorder:

- engages or threatens to engage in behavior which poses a danger of causing harm to self or others; or
- engages, or threatens to engage in, dangerous conduct that violates an essential provision of the student conduct code.

In such cases the Senior Director of Student Success and the directors referenced above may determine that it is in the best interest of the student and/or the University community for the student to be administratively withdrawn from school. In such cases, the student may be referred for evaluation by an appropriate mental health professional or an independent licensed psychiatrist or psychologist chosen by the institution. Students referred for evaluation in accordance with this procedure shall be informed in writing. A failure to cooperate with the evaluation will normally lead to the determination that the student possesses the capacity to respond to the charge.

A student suffering from a mental disorder who is accused of a disciplinary violation will not be excused from the disciplinary process unless the student lacks the capacity to respond to the charge as a result of the mental disorder.

The student's withdrawal from the University shall not adversely affect his/her academic standing and record.

Students subject to an administrative medical withdrawal for psychological and psychiatric reasons shall be accorded an informal hearing before the Senior Director of Student Success and/or the Director of Student Support or Director of Student Experience as appropriate. This meeting shall consist of a review and explanation for this action with the student and/or parents or guardians of the student if possible. The informal hearing shall be conversational and non-adversarial.

Readmission to the University after an administrative withdrawal for psychiatric or psychological reasons must be requested in writing and approved by the Senior Director of Student Success.

A student may also receive an administrative withdrawal from the institution for serious medical reasons that do not allow a student to successfully pursue or complete academic coursework. Requests for medical withdrawals of this type should be directed to the Director of Student Support.

GRADING SYSTEM

Students working towards a master's degree will receive no degree credit for a grade below a "C." College of Nursing students will receive no degree credit for a grade below a "B-." Should a master's candidate earn a "C-" or lower in a required course, he/she will be allowed to retake the course one additional time for an acceptable grade. Department permission is required to retake a course more than once. In the case of a "C-" or lower in an elective course, the student may repeat the course to earn a satisfactory grade or take another course in its place. In the case of a repeated course, only the second grade is used to calculate the grade point average. (Subject to further restrictions by the individual College.)

A student's grade point average is calculated using the quality point system. For purposes of calculating the grade point average, only courses taken at Cardinal Stritch University will be considered. The credit hours of each course are multiplied by the quality points earned for the grade received; the quality points for all courses recorded are totaled and this number is divided by the total num-ber of credit hours recorded. All courses are included in the computation except those in which grades of "HP" (High Pass), "P" (Pass), "LP" (Low Pass), "W" (Withdrawal), "WU" (Unofficial Withdrawal), "AU" (Audit), and "I" (Incomplete) were received. Also, courses with a credit type of "DV" (Developmental) are not calculated into the grade point average. Due to the nature of some courses or programs, a Pass-Fail may be used. Some courses, usually at the end of a student's program, are designated Pass-Fail. Grades of "HP," "P," "LP," "F," OR "W" may be given in these courses because the emphasis is on meeting the research requirement.

Grade	Quality Points	Explanation
A	4.00	Superior
A-	3.67	
B+	3.33	
B	3.00	Very Good
B-	2.67	

C+	2.33	
C	2.00	Satisfactory
C-	1.67	
D+	1.33	
D	1.00	Poor
D-	0.67	
F	0.00	Failure
WF	0.00	Failing Unofficial Withdrawal
HP		High Pass, not computed
P		Pass, not computed
LP		Low Pass, not computed
AU		Audit
I		Incomplete
W		Withdrawal/Administrative withdrawal
WU		Unofficial Withdrawal

Incompletes

Students may be granted a temporary grade of Incomplete ("I") if, through extraordinary circumstances, they are prevented from completing course requirements. The instructor is not required to grant any student an Incomplete and may do so only upon request by the student. If a student finds it necessary to request an Incomplete in a course, arrangements must be made with the instructor prior to the end of the semester or course. No instructor will grant an incomplete unless the student has made this arrangement. An Incomplete Contract must be created between student and instructor specifying the work to be completed, the date by which the work is to be completed, and the default grade that will be issued if the outstanding work is not submitted in a timely manner. The Incomplete Contract must be signed by the student as well as the instructor and submitted to the Office of the Registrar.

An Incomplete is not intended for retaking a course, retaking part of a course, to make up any class time or assignments with a different class at a different time. The University Calendar specifies the date by which incomplete coursework must be satisfied for courses that meet according to the traditional academic schedule. For courses with non-traditional meeting schedules, students should refer to their college/program handbook for details regarding Incomplete grades.

Students in cohort degree programs should refer to their college/program handbook for details regarding Incomplete grades.

DIRECTED AND INDEPENDENT STUDY

Opportunities for student growth in self-motivation and self-education by means of directed study or independent study are available in several departments. In some cases, directed or independent study may also be offered by an instructor to meet a particular student's needs or graduation requirements that cannot be fulfilled by a traditional course. Students should contact the chairperson/department advisor to make arrangements and complete the required paperwork.

ACADEMIC POLICIES

The general policies governing academic standards and disciplinary actions need to be changed from time to time. Students are bound by the current policies governing all processes in force during the entire time they are enrolled at Stritch even though the policies may differ from those in place when a student entered the program.

ACADEMIC DIFFICULTIES: WARNING, PROBATION, DISMISSAL

A minimum cumulative GPA of 3.0 is required for successful completion of all graduate degrees. Certain degree programs may require a GPA higher than 3.0; these exceptions are stipulated in the respective program sections. If a student's academic performance becomes unsatisfactory, the College and/or the University will take certain actions as follows.

Academic Warning

Students who receive a grade below "C" will be placed on Academic Warning by the department. These students will be required to meet with an advisor to plan a strategy to improve future success. Required courses with unsatisfactory grades must be retaken. The second grade earned in the course will replace the first grade when computing the cumulative GPA.

Academic Probation

Students who receive a second grade below "C" or whose cumulative GPA falls below 3.0 will be placed on Academic Probation by the department. These students will have the opportunity to raise their cumulative GPA to the minimum acceptable level within the next six credits of graduate coursework. Students in the College of Business and Management should refer to their Student Handbook for additional details.

Academic Dismissal

Based upon credits attempted at Cardinal Stritch University, a student will be subject to academic dismissal from the University under the following conditions:

1. Students placed on Academic Probation who fail to raise their cumulative GPA to the minimum acceptable level within their next six graduate credits or who receive a third course grade below "C" will be candidates for Academic Dismissal. If the student's cumulative GPA is below 3.0, the student will be dismissed from the University. If the cumulative GPA is above 3.0 but below the minimum in the field of study, students will be academically dismissed from the program only.

2. Master students will be subject to academic dismissal from the University if they receive three failing ("F" and/or "WF") grades in credits attempted at Cardinal Stritch University. Doctoral students will be subject to academic dismissal from the University if they receive two failing ("F" and/or "WF") grades in credits attempted at Cardinal Stritch University.

3. Students admitted on probation who fail to meet the conditional requirements of their admission shall be dismissed from the University. A dismissal notification letter is issued from the Executive Vice President for Academic Affairs' Office.

 Students dismissed from the University will have 30 days to submit a letter of appeal to the Executive Vice President for Academic Affairs, who may refer the appeal to the Graduate Standards Committee. The student is strongly urged to appear before the Standards Committee to present the appeal. The student may bring one other person as support to the appeal hearing, although this person may not take part in the discussion. The Committee may use input from the department and/or instructor in making its decision. The decision of the Committee is forwarded in writing to the Executive Vice President for Academic Affairs, who informs the student. In the matters of Academic Dismissal, the decision of the Committee is final.

ACADEMIC GRIEVANCES

If a student has cause to think that there is sufficient reason to question a final course grade or an academic disciplinary action, he/she may initiate a formal appeal process. Grievances of an academic nature should be handled at the department level, beginning with the instructor. This appeal must be made in writing to the instructor no later than 30 days after the final course grades have been made available to the student. If the grievance is not settled with the instructor, the student should take the complaint to the appropriate Department Chair. In the case of the College of Business and Management, the student should work through his/her Academic Counselor to forward the appeal to the Associate Dean for Faculty Services and appropriate regional associate dean. If the matter is not settled at the departmental level, the student may bring it to the Executive Vice President for Academic Affairs. Such appeals must be made in writing to the Executive Vice President for Academic Affairs no later than 15 days after having received the decision of the department. The Executive Vice President for Academic Affairs may refer grade appeals to the Graduate Standards Committee.

In appeals for change of grade, the student and the academic person concerned are strongly urged to appear before the Committee when the case is presented. Each may bring one other person as support to the appeal hearing, although this

person may not take part in the discussion. The Graduate Standards Committee does not have the authority to change a grade, but may recommend that the instructor re-evaluate the situation. The Committee's recommendation is forwarded in writing to the Executive Vice President for Academic Affairs, who informs the student and the Chair of the Department/Regional Associate Dean of the College in which the course was taken.

A student who has been dismissed from a graduate degree program for unacceptable grades may petition the department for re-admission no later than 30 days after the letter of dismissal has been mailed to the student. The petition must be in writing. It is the department's decision to readmit the student or not and/or to place any conditions on the readmission. Appeals of the department's decision must be made in writing to the College Dean to whom the department reports. The College Dean, in consultation with the department, may make the final decision and inform the student of the disposition of his/her appeal.

ACADEMIC INTEGRITY

General Policy

Inherent in the mission of Cardinal Stritch University is the strong belief in the principle of academic integrity. Students' actions reflect their moral character and, by extension, the University's reputation. Therefore, all students are expected to recognize and to abide by the following policy. It is a major responsibility of students and faculty to promote academic integrity. Violations include cheating, plagiarism, fabrication and other academic misconduct.

Cheating

Students who cheat violate their integrity and the integrity of the University by claiming credit for work they have not done and knowledge they do not possess. Examples of cheating include copying answers from another's work; permitting someone else to copy answers from their own work; using books, class notes, or any other means or devices to obtain answers to a question when not allowed; and submitting substantially the same work for more than one course.

Plagiarism

Plagiarism is the use of someone else's words, ideas or other work without proper documentation. Students who plagiarize violate their integrity and the integrity of the University by laying claim to work that is not their own. Students should be aware that even when they do not intend to plagiarize, they might still be technically guilty of academic misconduct if they fail to document their sources properly. Both intentional plagiarism and inaccurate documentation are threats to the integrity of the student and the University because clear thinking and responsible work depend on careful treatment of evidence, respectful treatment of other writers and courteous treatment of one's readers.

Examples of plagiarism include copying words, sentences or passages from a text, such as an internet source, book, magazine, newspaper, pamphlet, paper of another student, or paper prepared by anyone other than the student who submits the paper, without indicating the source of those words, sentences, or passages; using quotations without copying them correctly; paraphrasing or summarizing another writer's ideas, even if one does not quote the writer directly, without giving credit to that writer; failing to give adequate bibliographical information to the reader who may need to refer to the source the writer has used; using graphs, charts, tables or other visual aids without giving credit to the source from which they were taken; and downloading and using any part of an oral presentation from a web site without documentation or even with documentation if the entire presentation comes from that web site. Students should know that documentation formats (APA, MLA, Turabian) vary from department to department, and they should consult the faculty about documentation specifics.

Fabrication

Fabrication is an intent to deceive members of the academic community through inventing information or creating the illusion of having acquired or mastered information. Fabrication can be recognized in these examples: listing bibliographic references not used; citing information not taken from the source indicated; falsely claiming to have completed a clinical, internship, field experience or course prerequisite; inventing data, materials or sources for academic assignments; taking a quiz or other examination for someone else or permitting someone else to be tested on one's behalf; submitting another person's work as if it were one's own (written, illustrated, tabulated, etc.); submitting substantially the same work for more than one course; and not doing one's agreed upon share of work in group projects.

OTHER ACADEMIC MISCONDUCT

Academic misconduct is generally understood to be any intentional violation of academic policies by which a student misrepresents his/her achievements or interferes in some way with the grading process. Academic misconduct includes, but is not limited to collusion in activities such as entering University property to obtain un-administered tests or changing grades; stealing, buying or selling parts of an un-administered test; bribing or accepting bribery for advance information about tests.

Action and Appeal

Because breaches of academic integrity vary in degree and seriousness, actions taken against violators will, in some cases, be left to the discretion and judgment of the individual faculty member. If requested, the Dean to whom the College reports will serve as a referee or mediator in any case.

When a faculty member finds cause to act upon a violation of academic integrity, the student will be notified within ten academic business days of the charge. The faculty member or designate and the student will then meet to discuss the violation and the action to be taken. Possible actions that can be taken include but are not limited to the following:

- Resubmission of an equivalent, but not identical exam, paper, project, etc.;
- A grade of "F" or "Zero" on the exam, paper, project, etc.;
- Failure for the course.

The faculty member will then submit in writing to the chair of the department in which the violation occurred, the department chair of the student's major (CBM—Associate Dean of Faculty Services), the Dean of the College in which the violation occurred, and the Executive Vice President for Academic Affairs a description of the violation and the action taken against the student. This document will be placed in a file maintained by the office of the Executive Vice President for Academic Affairs.

The student may appeal in writing the faculty member's decision or action to the Dean of the College in which the violation occurred within 15 academic business days after notification of the violation. This written appeal should include evidence to substantiate the student's case. Within five academic business days of receiving the appeal, the Dean will arrange to meet with the faculty member and the student to work out a solution. If an agreement cannot be reached, the Dean will decide upon a course of action and inform both the student and the faculty member in writing within five academic business days of the meeting.

If the student or faculty member wishes to appeal the decision of the Dean, an appeal can be made in writing, within 15 academic business days after notification of the decision, to the Executive Vice President for Academic Affairs, who will submit the case to the Graduate Standards Committee. This Committee will make the final decision in the matter.

Serious Violations

Upon evidence of any serious and substantiated violation of academic integrity, the Executive Vice President for Academic Affairs will convene an ad hoc group including the chair of the department in which the violation occurred, the department chair of the student's major, the Dean of the college in which the violation occurred, and the faculty member who documented the violation. The group will consider the infraction and decide upon the action to be taken against the student, which may include dismissal from the University. The Executive Vice President for Academic Affairs will notify the student in writing of the action taken, as well as the Deans, the Senior Director of Student Success and the Registrar. Within 15 academic business days after notification of the decision, the student may appeal the decision in writing to the Executive Vice President for Academic Affairs, who will submit the case to the Graduate Academic Standards Committee. This committee will make the final decision in the matter.

Multiple Violations

Upon evidence of more than one violation of academic integrity by a single student, the Executive Vice President for Academic Affairs will convene an ad hoc group including the chair of the department in which the violation occurred, the department chair of the student's major, the associate dean where applicable, the dean of the college in which the violation occurred, and all faculty members who had documented violations. The group will consider the infractions and decide upon the action to be taken against the student, which may include dismissal from the University.

The Executive Vice President for Academic Affairs will notify the student in writing of the action taken, as well as the Deans, the Senior Director of Student Success and the Registrar. Within 15 academic business days after notification of the decision, the student may appeal the decision in writing to the Executive Vice President for Academic Affairs, who will submit the case to the Graduate Academic Standards Committee. The decision of the committee is final.

STUDENT CONDUCT CODE

Cardinal Stritch University has as a primary objective the holistic development of each student. The University strives to preserve for all of its students an environment that is conducive to academic pursuit, social growth and individual discipline. Students are expected to behave in a superior moral and ethical manner, both on and off campus. Respect for oneself, others, property and authority, as well as honesty, are key elements in this behavioral expectation. It is essential that mutual respect for, and sensitivity to, the needs of others be accepted by all members of the University community in accordance with the Franciscan values of Cardinal Stritch University.

All students are expected to act responsibly and within the regulations and standards established by the University, and all civil laws and ordinances. The University reserves the right to hold accountable those whose conduct is in violation of the following regulations on or off campus.

Conduct which is subject to disciplinary action or response by the University includes, but is not limited to the following:
1. Cheating, plagiarism or any form of academic dishonesty as specified in the Academic Integrity Policy.
2. Forgery, alteration or misuse of campus documents, records, time-cards, or identification; knowingly furnishing false information to the University.
3. Self-destructive behaviors which impede an individual's ability to properly pursue his/her education or obligation as a student at Cardinal Stritch University.
4. Misrepresentation of oneself or of an organization to be an agent of the University.
5. Obstruction or disruption, on or off campus property, of the academic process, administration process, or other campus functions.
6. Threatening to, or inflicting, physical or psychological violence to the person or property of others, including their family members or campus visitors.
7. Theft, intentional destruction, damage or unauthorized possession/use of University property or of the property of others, including their family members or campus visitors.
8. Unauthorized entry into, unauthorized use of, or misuse of any building, structure, equipment or facility.
9. Possession, distribution or sale of any illegal or unauthorized drugs that are controlled substances having potential for abuse, except as authorized by law.
10. Illegal possession, distribution, or use of alcoholic beverages and drugs specified in the University's Alcohol and Drug Policy.
11. Reporting to a University classroom/clinical site with the presence of alcohol or illegal drugs in one's body.
12. Possession or use of explosives, dangerous chemicals, firearms, or other weapons on campus property or at a campus function.
13. Abuse of, or tampering with fire alarm or security systems, fire emergency equipment or any other emergency equipment.
14. Sexual or physical harassment or assault, or psychological harassment of any individual. See the Sexual Assault Policy and the Anti-Harassment Policy.
15. Engaging in degrading, lewd, indecent or obscene behavior.
16. Failure to comply with directions of or acting disrespectfully towards University officials, designated agents, law enforcement, or others in authority in the performance of their duties.
17. Conduct which adversely affects a student's suitability as a member of a respectful academic community. Students are required to engage in responsible social conduct that reflects credit upon the University community and to model good citizenship in any community.
18. Use of technology in an unauthorized way. This includes, but is not limited to sharing or distributing music in a manner that violates copyright laws; attempting to gain access to another's email account; use of another individual's identification and/or password; making changes to another's private files, or impersonating another individual; knowingly transmitting viruses, chain mail, or spam; using soft-ware that overloads the network; sending or posting illegal, defamatory, harassing, pornographic, obscene, or patently offensive sexual materials in email, web pages, individual newsgroup postings, or other electronic forms of communication.
19. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this rule.
20. Abuse of the Student Conduct Process including, but not limited to:
    A. Failure to obey the notice from an Administrative Hearing Officer or Student Conduct Committee to appear for a meeting or hearing as a part of the Student Conduct Process.
    B. Providing false information pertaining to a student conduct meeting.
    C. Disruption or interference with the orderly conduct of an Administrative Hearing Officer or Student Conduct Committee proceeding.
    D. Attempting to discourage an individual's proper participation in, or use of, the student conduct process.
    E. Attempting to influence the impartiality of a member of a Student Conduct Committee prior to, and/or during the course of, the Student Conduct proceeding.
    F. Harassment (verbal or physical) and/or intimidation of any individual, including witnesses, during, and/or after a student conduct proceeding.
    G. Failure to comply with the sanction(s) imposed under the Student Conduct Code.
    H. Influencing or attempting to influence another person to commit an abuse of the Student Conduct Code and process.

More information about the Conduct Code, including procedural information, can be found in the Student Handbook.

DISRUPTIVE/THREATENING BEHAVIOR POLICY

Disruptive Behavior

Cooperation and mutual respect are imperative in creating and maintaining an effective learning environment where all enrolled students can receive the maximum value of the higher education experience. It is vital that student and faculty actions in University settings or activities model behaviors that promote a positive learning environment. It is the responsibility of both the students and the faculty members to ensure that disruptive behaviors do not occur.

Stating unpopular opinions relating directly to the topic under discussion is not disruptive behavior, provided it is done in a respectful manner.

Examples of disruptive behavior include, but are not limited to the following: consistently speaking without being recognized; interrupting other speakers; distracting the class from the subject matter or discussion, which may include inappropriate cell phone use; harassing behavior or personal insults; failing to maintain civility in discussions; engaging in side conversations; using the computer for non-class related functions; bringing un-enrolled parties to class, except in the case that a guide is permitted due to a disability accommodation; or refusing to comply with the directions of the faculty member.

These behavioral expectations as outlined above are also applicable to other campus settings; e.g., Library, cafeteria, etc.

Some disruptive students may have emotional or mental disorders. Although such students may be considered disabled and are protected under the Rehabilitation Act of 1973, they are expected to meet the same standards of conduct as any student. It is important that the faculty member establishes the standards for his or her classroom and enforces them for all students.

Threatening Behavior

Threatening behavior is defined as "any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm (U of Arizona)."

Campus security (at the Fox Point/Glendale campus) will generally be called for threatening behavior; however, 911 should be called first if the threat of harm is imminent.

Threatening behavior must be reported to Security, the Student Success Center (specifically the Senior Director of Student Success and/or the Director of Student Experience), and the Dean of the college in which the threat occurred. An incident report must be completed within 24 hours and forwarded to the Student Success Center, Security, and the College Dean, and a copy retained by the filing employee. In a case in which the threat is made about, but not to, an individual, that individual will be notified as soon as possible by security.

Irrespective of law enforcement action, members of the Student Success Center will investigate complaints against students and will keep records of such complaints and investigations. The Senior Director of Student Success may require a mental health assessment at the student's expense.

Threatening incidents will be handled by the Student Success Center in a manner consistent with other violations of the student code of conduct as outlined in the Student Handbook. The University reserves the right, in appropriate cases, to suspend the student temporarily, pending determination of a hearing. The threatened person, Security, and the Dean of the college in which the threat occurred, will be notified of the outcome of the case.

After a decision has been made, either the person who made the threat or the threatened may file an appeal with the Executive Vice President for Academic Affairs. The appeal must be made in writing with specific reasons stated as to why the individual believes an appeal is in order. An appeal must be made within 10 working days from the time the student is notified of the committee's decision. The decision of the Executive Vice President for Academic Affairs will be final.

If an appeal is filed, that appeal shall not result in a modification of the decision while an appeal is pending.

Response and Intervention

Students are expected to contribute positively to the classroom environment. That includes, but is not limited to, being on time

and attentive during class, contributing in a respectful manner to the topic under discussion, and silencing all cell phones and pagers.

If a faculty member asks a student to discontinue behavior that he/she feels is disruptive, the student is expected to do so, even if the student does not agree with the faculty member's assessment. The student should not discuss it in front of the class, as that will likely escalate the situation. Rather, the student is encouraged to arrange an appointment to talk privately with the faculty member.

If the disruption continues, a faculty member may ask the disruptive student to leave class. If that request is made, the student should do so quietly and without incident. In that situation, it is suggested that the student speak to a director in the Student Success Center as soon as possible. The student may also submit a written account of the incident to the Student Success Center (specifically to the Senior Director of Student Success and/or the Director of Student Experience).

A disruptive classroom situation may result in informal mediation, a formal contract between the student and the University outlining expected behaviors, a counseling referral, or a disciplinary action. Disciplinary action can result in a variety of sanctions including, but not limited to, disciplinary probation, behavioral requirements, suspension, or expulsion.

If a student is disturbed by another student's behavior, the student is encouraged to speak with that student or the faculty member to explore strategies to resolve the issue. If the issue remains unresolved, the student that is being disturbed by another student's behavior is encouraged to speak with the chair of the department in which the course resides.

GRADUATION AND COMMENCEMENT INFORMATION

Graduation is the culmination of a student's academic experience resulting in the conferring of a degree. Cardinal Stritch University confers degrees in May, August and December. A student is eligible for graduation when he or she has met all academic degree requirements and has submitted an application for diploma.

Commencement is the formal ceremony that celebrates the achievement of graduation. Students are eligible to participate in commencement once they have fulfilled all academic degree requirements and met all financial obligations to the University. Students are not required to participate in commencement in order to graduate, but are encouraged to do so.

APPLICATION FOR DIPLOMA
It is the responsibility of the student wishing to graduate to file an application for diploma. The deadline for filing this application is March 1 for May graduation of the same academic year, August 15 for August graduation of the same academic year, and October 1 for December graduation of the same academic year. All degree-seeking students must apply for their diploma even if not participating in the commencement ceremony in order to graduate from the University. Diplomas are mailed approximately two months after the graduation date Diplomas and final and official transcripts will *not* be mailed or released to graduates who have financial obligations to the University.

If students cannot fulfill their degree requirements, they must formally withdraw their application for diploma. Students must then reapply for a subsequent graduation date. It is the students' responsibility to complete a new application and submit it by the appropriate deadline for the new anticipated graduation date.

TIME LIMIT
Students must complete all requirements for the master's or doctoral degree within seven consecutive academic years. Credits on a student's record for more than seven years will not be accepted toward the degree without permission of the Graduate Standards Committee. Permission is granted only under extraordinary circumstances.

Certain degree programs may require degree completion to be within a shorter time frame than the seven years required by the University. Please refer to the program section for specific requirements.

GPA REQUIREMENT
A minimum cumulative GPA of 3.0 is required in all major courses for successful completion of all master's degrees. Certain degree programs may require a GPA higher than 3.0; these exceptions are stipulated in the respective program sections.

INDIVIDUAL COURSE GRADE REQUIREMENT
Students working towards a master's degree will not receive degree credit below a "C." Certain degree programs may require some individual course grades to be higher than a "C." These exceptions are stipulated in the respective program sections.

HONORS
Cardinal Stritch University does not award honors to students in master's or doctoral programs.

PARTICIPATION IN COMMENCEMENT
Students must successfully complete all degree requirements and meet all financial obligations to the University in order to participate in commencement ceremonies.

STUDENT COMMENCEMENT SPEAKER
Graduating students may participate in an application process to be considered as the student commencement speaker. Application materials are provided to graduating students in all programs.

GENERAL UNIVERSITY POLICIES

NONDISCRIMINATION/HARASSMENT POLICY

It is the policy of this University to foster a community free of harassment and intimidation. Students and employees are expected to conduct themselves in a respectful manner at all times. Incidents of harassment will not be tolerated and should be promptly reported to a University official.

Harassment refers to behavior that is unwelcome and personally offensive to its recipients. There shall be no harassment on the basis of a student's or employee's race, color, national origin, ancestry, religion, age, gender, marital status, medical condition, sexual orientation, or physical or mental disability.

Prohibited harassment includes but is not limited to comments, slurs, jokes, innuendoes, cartoons, pranks, or physical harassment. Harassment also includes negative actions based upon a student's or employee's participation in activities identified with any group. In order to promote a non-discriminatory, inclusive environment, our University will support programs to educate its community in regard to respect for all its members.

COMMITMENT TO NONDISCRIMINATION

Cardinal Stritch University, in accordance with applicable provisions of federal law, does not discriminate on grounds of race, religion, color, national origin, sex, age, sexual orientation, creed or handicap in the administration of any of its educational programs or activities, including admission or with respect to employment. Please see the Non-Discrimination/Harassment Policy and Sexual Assault Policy in the University Student Handbook.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Access to Student Records

Rights of access to student records and directory information are governed by definition under the Family Educational Rights and Privacy Act (FERPA) of 1974. Students are hereby notified that pursuant to the Family Educational Rights and Privacy Act of 1974, they are entitled to review those records, files, documents, and other materials which contain information directly related to them which are maintained by the University. It is further understood that they may request a hearing, in accordance with the regulations issued by the U.S. Department of Education, to challenge the content of their educational records, in order to insure that the records are not inaccurate, misleading, or otherwise in violation of their rights. They may have inserted in their records a written explanation requesting the contents of such records if their suggested corrections or deletions are not made by the University.

The students' access and review are subject to the following conditions:

1. The University has 45 days to comply with the students' written requests to review their records.

2. All information declared confidential by the Act is not available for their inspection.

3. After reviewing their records, students may request that the unit maintaining the records remove or modify information they believe is misleading, inaccurate or inappropriate. If the students' requests are refused, they may have inserted in their records a written explanation regarding the contents to which they object or they may file an appeal with the President's Office. Such appeals will be heard by a person or committee designated by the President.

Students are further notified that the Act states that the following information can be construed to be directory information which is available to the public, and the University hereby declares it to be such directory information: **name, address, telephone listing, e-mail address, date of birth, place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received, the most recent previous educational agency or institution attended and photograph.**

Students have the right to inform the University that any or all of the bold-faced information should not be released without students' prior consent. If students wish to restrict the release of this information, they must complete a written request to that effect at the Registrar's Office. After they have filed the required written request, the University will notify the appropriate offices and begin to comply with their request as soon as possible. Students who are currently enrolled must renew this request each academic year.

Any information other than the items listed above will not be released without the students' specific written permission except:

1. To school officials who have a legitimate educational interest in the records. These school officials include all persons employed by the University in an administrative, supervisory, academic, research, or staff position. Also included are those persons employed by or under contract to the University to perform a special task, such as the attorney or auditor. A school official is considered to have a legitimate educational interest if the official is performing any tasks related to a student's education or discipline, performing tasks specified in the job description, or providing a service or benefit relating to the student.
2. In connection with a student's request for or receipt of financial aid.
3. To accrediting organizations to carry out their functions.
4. To comply with a judicial order or lawfully issued subpoena.
5. To appropriate parties in a health or safety emergency.
6. The results of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime.
7. Release to officials of another school, in connection with a student's efforts to enroll.
8. Release to federal and state educational officials, in connection with certain audits.
9. If the student is a minor, release to local juvenile authorities under certain circumstances.
10. Release to parents of a student who is their "dependent" within the meaning of the Internal Revenue Code.
11. Release to federal and state law enforcement officials, in connection with certain criminal investigations.
12. Parents of students younger than twenty-one years old may be contacted when students use or possess alcohol or other drugs.
13. In compliance with the U.S. Patriot Act, Stritch may be required to provide to selected U.S. government agencies the following information about international students: name, address, visa classification, academic status, and any disciplinary action taken against the student because of his/her participation in a crime.

Record of Requests for Disclosure

Cardinal Stritch University will maintain a record of all requests for and/or disclosure of information from a student's educational records when the student has not given written permission for disclosure and the disclosure is not to a school official. The record will include the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the student.

DISABILITY POLICY

Policy Statement

It shall be the policy of Cardinal Stritch University to comply with the Rehabilitation Act and Americans with Disabilities Act (ADA) and regulations tested there under to the extent applicable to the University.

The ADA definition of a disability is: a "person with a disability" is anyone with a physical or mental condition that substantially limits one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those people who have visible disabilities—persons who are blind, deaf, or use a wheelchair - the definition includes a whole range of invisible disabilities. These may include mental illness, learning disabilities, or some chronic health conditions such as epilepsy, diabetes, arthritis, cancer, cardiac problems, HIV/AIDS condition, and more. An individual is considered to be a person with a disability if he/she has a documented disability. In order to offer the appropriate accommodation and assistance whenever possible, documentation of the disability is required.

Policy Implementation

A. Disability Disclosure

A student or an applicant for admission may disclose the presence of a disabling condition and request the accommodations indicated in his/her documentation by contacting the Disability Coordinator in the Student Support department within the Student Success Center. In order for the Student Support department to notify a student's instructors of disability accommodations, that student must sign a release of information form to this effect. Faculty notification does not replace the student's responsibility to communicate directly with each instructor to discuss accommodation details. Each semester, it is the student's responsibility to share his/her schedule with the Student Support department so that appropriate instructors may be notified.

B. Confirmation of a Disability

It is the responsibility of the student to provide medical or other diagnostic documentation of his or her disability as requested. Documentation of disabilities should be directed to the department of Student Support within the Student Success Center. Students may be required to participate in such additional evaluation of limitations as may be necessary prior to

receiving requested accommodations. Each student shall be expected to make timely and appropriate disclosures and requests and to engage in appropriate levels of self-help in obtaining and arranging for accommodations or auxiliary aids, including applying for funding for specialized support services from the Division of Vocational Rehabilitation.

C. Institutional Documentation
All requests for and subsequent University response for accommodations, will be documented by the Disabilities Coordinator within the department of Student Support.

D. Statement of Confidentiality
Disability information will be shared within the University community on a need to know basis in accordance with applicable laws. Documentation of disabilities will be kept in the department of Student Support within the Student Success Center.

E. Appeal of Denied Accommodation Requests
If a student who is denied requested accommodations wishes to appeal the decision, he/she may do so in accordance with the following procedure.

F. Grievance Procedures Relating to Section 504 and The Americans with Disabilities Act
The person who believes he/she has a valid basis for complaint shall address the concern in writing with the Disabilities Coordinator who shall, in turn, investigate the complaint in consultation with the Director of Student Support and reply to the complainant in writing within ten days. If the complainant feels that the grievance has not been satisfactorily settled, further appeal may be made to the Special Needs Hearing Committee.

The Special Needs Hearing Committee is convened by the Director of Student Support and is composed of members of the University community who serve on the Student Affairs Committee and who have not participated in the investigation of the complaint. If the Student Affairs Committee representative of the student's college is unavailable or has been directly involved in the situation, the chair will invite another representative to participate, in order to insure adequate understanding of the program in which the student is enrolled.

If the student needs accommodations in order to fully participate in the committee meeting, s/he should discuss his or her needs with the Disabilities Coordinator.

The Special Needs Committee will have access to all documentation of the complaint and will convene to hear any further information from, or on behalf of, the student who is rendering the complaint. The student is able to bring a member of the University community with him or her as a support person. This individual may not speak for, or on behalf of, the student, but may confer quietly with the student, offering support and encouragement. This is not an adversarial process, but rather a chance to gain a deeper understanding into the issues. Accordingly, while a support person is permitted in the meeting, attorneys may not be involved.

The committee will reply immediately to the complaint with a decision that will be documented in writing within 48 hours of the hearing. As a part of the process, the student is informed of the right to appeal and the procedures to be followed. If the student feels that the grievance has not been satisfactorily resolved, an appeal may be made to the Executive Vice President for Academic Affairs. An appeal must be made in writing with specific reasons why the individual believes an appeal is in order. The appeal must be made within 48 hours of the decision of the special needs hearing committee.

All information previously collected on the case is turned over to the Executive Vice President for Academic Affairs in the event that an appeal is requested. The Executive Vice President for Academic Affairs, after reviewing the information, will decide if there is sufficient information to warrant an appeal. If the Executive Vice President for Academic Affairs determined that the appeal is in order, s/he may uphold the original decision, modify the original decision, or make an alternate decision. The decision of the Executive Vice President for Academic Affairs will be final.

Program Accessibility
A. General
Qualified persons will not be denied the benefits of or excluded from participation in a University program or activity because University facilities are inaccessible or unusable by persons with disabilities.

B. Existing Facilities
Each program or activity is operated so that it is readily accessible to qualified persons with disabilities through means such as:

1. Re-assignment of classes, staff or services to an accessible location, or;
2. Redesign of equipment or facilities after individual case review.

Concern with classroom accessibility and concerns of accessibility to other areas of the University should be addressed to the Disabilities Coordinator and/or the Director of Student Support within the Student Success Center.

C. New Construction

New facilities or parts of facilities constructed for the use of Cardinal Stritch University will be designed and built so that they and their parts are readily accessible to and usable by persons with disabilities. New construction will be planned in accordance with the "Americans with Disabilities Act (ADA) Accessibilities Guidelines for Buildings and Facilities; Final Guidelines" and federal or state building codes or other methods which provide equivalent access to the facility or part of the facility.

D. Off-Campus Programming

Programs not wholly operated by Cardinal Stritch University that require participation in educational activities or internships (for example, in connection with student teaching assignments) will assure that these activities, as a whole, provide an equal opportunity for the participation of qualified persons with disabilities.

Since Cardinal Stritch University regularly holds classes, programs or activities in facilities other than its own, steps will be taken to use facilities which are accessible. Contractual or lease agreements will reflect efforts to ensure accessibility. It is the responsibility of the prospective enrollee to give sufficient advance notification of the need for any special accommodation or auxiliary aids in order for the accommodations to be made.

Academic Support Services

A. Modification of Academic Requirements

Academic requirements will be modified as necessary to ensure that the University does not discriminate against qualified students with disabilities. These modifications cannot affect the substance of the educational programs or compromise educational standards, nor should they intrude upon legitimate academic freedom. Modifications may include changes in the length of time permitted for the completion of degrees and adaptation of the manner in which specific course requirements are met. Academic requirements that are essential to programs of instruction or to any directly related licensing requirement (e.g. requirement for nursing) are not subject to modification.

B. Modification of Program Examinations and Evaluations

Examinations or other procedures for evaluating students' academic achievement may be adapted for students who have disabilities. It is the individual student's responsibility to request necessary test accommodations with the Disabilities Coordinator and the department of Student Support at the beginning of each semester. Accommodations may include but need not be limited to: enlarged materials, extended time, computer assisted, oral testing, environment free from distractions, alternate formats, preferential seating or test reader. These services are coordinated by the department of Student Support within the Student Success Center.

The use of tape recorders or brailers in the classrooms or dog guides in campus buildings is not prohibited. Students or participants in University programs or activities may be required to sign an agreement that they will not release tape recordings or transcriptions of lectures.

C. Provides General Academic Support

The Student Support department provides academic support for individual qualified students as needed to meet course requirements. Support may include, but need not be limited to, tutoring, note taking, enlarging materials and testing accommodations.

Other

A. Physical Education, Athletics, Similar Activities

Cardinal Stritch University will not discriminate on the basis of disability in physical education, athletics, and similar programs and activities. Qualified disabled students or participants in programs or activities will be provided with an equal opportunity to participate in physical education courses as offered, intercollegiate and intramural athletics, or similar activities as long as the University can reasonably accommodate their disability to allow such participation. All students and participants in Cardinal Stritch University programs or activities must meet the standards and requirements of behavior set by that particular program or activity.

B. Financial Aid
Cardinal Stritch University will not provide less financial assistance to students with disabilities than is provided to nondisabled students, limit their eligibility for assistance, or otherwise discriminate against them. Financial aid awards will recognize the special needs of students with disabilities, including the possible need for reducing credit loads or extending the time allowed to complete graduation requirements.

C. Advising, Counseling, Health and Placement Services
Personal, health, academic, or career counseling, guidance and placement services will be provided in an accessible setting without discrimination on the basis of disability.

D. Housing
Qualified students with disabilities upon application to the residence life program will be provided with comparable, convenient and accessible on-campus housing whenever possible.

E. Co-Curricular Activities
Before providing official recognition or assistance to campus organizations, the Director of Student Experience within the Student Success Center should receive assurance that the organization does not permit action prohibited by this policy.

COMPLAINT PROCEDURE

Complaint Policy
In a spirit of continual improvement, Cardinal Stritch University recognizes the value of information provided by students, employees, and others in assessing the University's performance. Most issues of concern are resolved informally and relationally, consistent with our Franciscan values of caring community, compassion, and peacemaking.

When addressing a problem or issue informally and relationally, individuals are asked to speak to the person most directly responsible for the matter. If the issue cannot be resolved at that level and an individual wishes to pursue the issue further, he or she may move up the "chain of command," one step at a time, from individual faculty or staff member, to department chairperson, and finally to the appropriate Dean or Vice President. The Student Success Center is available to advise students and members of the community as to the appropriate people and procedures. The human resources office is available to advise employees regarding resolution of concerns.

 When concerns cannot be resolved informally, or additional review is required or requested, complainants are invited to file the grievance procedure best suited to their particular situation. Links to specific grievance procedures are provided below.

The formal complaint process is reserved for times when the complainant believes that informal processes have not yielded an appropriate resolution and there has been a significant violation, or exists a significant flaw, in the University's standards, policies, and procedures such that the complainant believes he or she is not being treated fairly and/or the situation creates unnecessary hardship. Where there are grievance procedures, the complainant is expected to utilize those first, engaging in a formal complaint only when a relevant grievance procedure does not exist, or when the formal complaint process is the final step of the grievance procedure.

The University has established grievance processes for the following issues:

Academic-Related Grievances, Appeals, and Concerns
- Appeal of admissions decision (An Admissions Counselor will guide you through process) (link to www.stritch.edu/admissions-and-financial-aid/meet-our-admissions-counselors)
- Appeal of dismissal from one's major (Undergraduate or Graduate Catalog: Academic Policies-Academic Grievances) (www.stritch.edu/catalogs)
- Grade appeals (Undergraduate or Graduate Catalog: Academic Policies-Academic Grievances) (www.stritch.edu/catalogs)
- Appeal of academic dismissal from university (Undergraduate or Graduate Catalog: Academic Policies-Academic Dismissal) (www.stritch.edu/catalogs)
- Appeal of Plagiarism findings (Undergraduate or Graduate Catalog: Academic Policies-Academic Integrity) (www.stritch.edu/catalogs)
- Academic residency requirement waiver (asking to waive the requirement that the last 30 credit hours must be taken at Stritch) (Form available through Registration Office)

- Appeal to take course at another university and transfer it to Stritch, after one is a Stritch student (Form available from Registration Office)
- Appeal to register with an account balance (Contact Accounting Manager in CBM, One Stop Counselor in other undergraduate programs) (www.stritch.edu/admissions-and-financial-aid/tuition-and-fees)
- Medical withdrawal (Contact the Director of Student Support within the Student Success Center) (www.stritch.edu/student-life/dean-of-students/contact-the-dean-of-students-office/)

Financial Appeals, Grievances, and Concerns
- Appeal of charges (CBM)-Non medical (An Academic Advisor will guide through process)
- Appeal of charges (All colleges but CBM)- Non-medical-(Contact Vice President for Business and Finance)
- Appeal of charges (medical withdrawal)- (Contact the Director of Student Support within the Student Success Center) (www.stritch.edu/student-life/dean-of-students/contact-the-dean-of-students-office/)
- Financial aid appeal for failure to meet satisfactory academic progress (Undergraduate or Graduate Catalog: Financial Aid-Appeals and Reinstatements) (Associate Director of Financial Aid) (www.stritch.edu/admissions-and-financial-aid/financial-aid/contact-information/)
- Scholarship appeal (Contact Associate Director of Financial Aid) (www.stritch.edu/admissions-and-financial-aid/financial-aid/contact-information/)
- Appeal to participate in commencement with an account balance (Contact Business Office for Non-CBM, Accounting Manager for CBM cohort students) (www.stritch.edu/admissions-and-financial-aid/tuition-and-fees)
- Financial aid concerns not covered above (Contact Director of Financial Aid) (www.stritch.edu/admissions-and-financial-aid/financial-aid/contact-information/)

Program Integrity Rule/Consumer Protection
- Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising (www.stritch.edu/admissions-and-financial-aid/request-information)
- Alleged violations of State laws or rules relating to the licensure of postsecondary institutions (www.stritch.edu/admissions-and-financial-aid/request-information)
- Complaints relating to the quality of education other State or accreditation requirements (www.stritch.edu/admissions-and-financial-aid/request-information)

Ethics/Treatment of Self and Others
- Harassment (www.stritch/edu/campussafety/anti-harassmentpolicy)
- Disability accommodation or grievance (www.stritch.edu/studentlife/campussafety/disabilitypolicies)
- Sexual abuse/assault (www.stritch/edu/campussafety/anti-harassmentpolicy)
- Whistleblower's policy (my.stritch.edu/business_office_documents.jnz)
- Veteran's benefits (veteransupport@stritch.edu)
- Title IX complaint: Accommodation of medically required pregnancy-related needs, gender equity in athletics or other programs (Contact the Senior Director of Student Success) (www.stritch.edu/student-life/dean-of-students/contact-the-dean-of-students-office/)
- Discrimination (Contact the Senior Director of Student Success- www.stritch.edu/student-life/dean-of-students/contact-the-dean-of-students-office/)
- <u>Student Life Appeals, Grievances, and Concerns</u>
- Appeal of student conduct sanction (Coordinator of Residence Life for residence hall matter, Director of Student Experience within the Student Success Center for non-residence hall matter)
- Residence hall residency requirement waiver (Contact Admissions Counselor)
- (www.stritch.edu/admissions-and-financial-aid/financial-aid/contact-information/)
- Medical waiver of meal plan (Contact Director of Student Experience within the Student Success Center)
- Housing assignment (Contact Coordinator of Residence Life and/or Director of Student Experience within the Student Success Center)
- Appeal to participate in co-curricular activities while on academic probation (Contact the Senior Director of Student Success) (www.stritch.edu/student-life/dean-of-students/contact-the-dean-of-students-office/)

Complaints Process
The on-line complaint form goes automatically to the Student Success Center. Complaints cannot be made anonymously. The Senior Director of Student Success determines if a grievance or other resolution process more appropriately applies. Cases are referred back to appropriate grievance coordinators as appropriate, with clarification and support to the complainant. If a formal grievance process doesn't apply, or is exhausted and doesn't preclude a formal complaint, the issue may be referred to the complaint committee, which is comprised of a broad range of academic and administrative areas of the University.

Filing a Complaint

Individuals must follow procedures as outlined in the University's Student, Faculty, or Employee Handbooks, and University Catalogs. The University regularly reviews its policies and procedures in each of these areas to ensure their clarity and consistent application, compliance with applicable federal and state laws and regulations, as well as best practices. It is the complainant's responsibility to familiarize him/herself with these policies and seek further clarity and assistance from the appropriate University department, where necessary.   The Student Success Center is available to assist students and community members in determining the appropriate process; the human resources office serves this function for employees.

Grievances and complaints must be in writing, and must not be anonymous, using the electronic submission form or by printing and mailing a completed copy of the complaint form.

Whether through a grievance or complaint process, an impartial examination of the situation will occur and a response to the complainant will be provided in a timely manner. After the decision is rendered, an analysis will be done by the department(s) involved to clarify or improve processes as appropriate.

An aggregate report, containing data from formal complaints and grievances, will be prepared semi-annually by the Senior Director of Student Success. This report will highlight trends, and potential areas requiring further review.

Individuals filing a complaint will be treated with dignity, and their privacy honored to the extent possible to investigate and resolve a complaint. Retaliation against an individual filing a complaint in good faith is strictly prohibited, and will result in disciplinary action for any employee or student engaging in such retaliatory behavior.

CAMPUS SAFETY AND CAMPUS CRIME REPORT

Federal law requires each university to collect information concerning campus crime statistics, campus security policies and campus crime prevention programs. The law also requires each institution to make reports to the campus community on crimes that are reported to campus security or local police agencies and are considered to be a threat to students and employees, in a manner that will aid in the prevention of similar occurrences.

The campus safety information and crime report can be accessed online at www.stritch.edu/Student-Life/Campus-Safety/Security-and-Safety.

STUDENT SERVICES

CONFERENCES WITH FACULTY

All faculty members are available for conferences. Full-time faculty members officially designate three hours each week when they are available in their offices. These times are announced in class and are posted at their offices. Other hours for conferences are arranged by appointment.

STUDENT REGISTRATION

Student Registration is a department whose primary goal is to assist students in the pursuit of their academic endeavors. Services are available to walk-in students at the One Stop Desk, over the phone with our knowledgeable representatives and online via My.Stritch. Student Registration and One Stop Services assists students with the following:
- Evaluation of transfer credits for all undergraduate programs
- Registration for courses, both online for traditional calendar degree program students as well as the initial registration for accelerated/cohort degree program students.
- Facilitation of general student requests regarding transcript orders, enrollment or degree verification processes, needed University forms, etc.
- Assistance with problems which interfere with a student's academic work.

Student Registration is located on the first floor of Bonaventure Hall. Students may stop in any time during regular office hours at the One Stop Desk in the Bonaventure Hall atrium.

RECORDS AND REGISTRATION

The department of Records and Registration schedules courses and final examinations; provides grades to students; approves off-campus course requests; processes applications for graduation; issues transcripts; and verifies attendance, course load and grade point for various reasons, e.g., insurance and loan applications, athletic eligibility, honors, etc.

Cardinal Stritch University has authorized the National Student Clearinghouse (NSC) to provide official transcript ordering via the web. Transcripts will be sent by the Records and Registration department when a formal request is submitted through NSC and the student has met all financial obligations to the University.

Cardinal Stritch University does not issue copies of transcripts or other documents received from other institutions.

LIBRARY AND LEARNING SERVICES

University Library and Learning Services provides a wide variety of materials and services to its user community. It is located in the building complex which includes the Fieldhouse and Campus Center. The Library is staffed with professional librarians along with other professional, support, and student employees who assist patrons in a number of ways. Patrons may check at the reference desk with information needs or questions about library services.

The Library's holdings include more than 142,000 items in a variety of formats as well as more than 5,600 periodical titles in paper, micro, or online formats. The Library also houses the instructional materials center with children's literature, and primary and secondary instructional materials.

The Franciscan Center office and library collection, which reflect the life and impact of St. Francis in daily life, are also located in the Library.

The recently renovated first floor Library Commons area enables a range of personal and small group study utilizing a range of furnishings and technology for student purposes. Individual study that is more reflective in nature is encouraged and supported on the second floor of the library building.

Stritch is a founding member of the Southeastern Wisconsin Information Technology Exchange (SWITCH), which links eight area academic libraries sharing a single online catalog called TOPCAT. Students may request materials from any of the SWITCH libraries directly through the online catalog. SWITCH provides a delivery service for these materials across the consortium with next-day service on weekdays. Students may request any material that circulates, or may request copies of articles from periodicals.

A current University ID card and a self-generated PIN # are necessary for most on-site and remote library services. While the library is open to the public during its normal business hours, a community or alumni card may be required for some services. The patron is responsible for all materials checked out on his/her ID card.

The Library offers a wide variety of services to its local and remote patrons through its web site found at http://library.stritch.edu. A growing list of online databases, indexes, and electronic resources can be found here in topic areas such as business, education, general research, healthcare, humanities, law, news, science, and social sciences. The web site also offers information about library services, online transactions, forms, material delivery guidelines for remote students, guides to library use, electronic reserves, and assistance with internet searching. Online reference is also available through e-mail and chat software. A growing set of electronic books and reference titles is also available through the TOPCAT online catalog.

Other Library services include information literacy instruction sessions, group study rooms, reserves, interlibrary loan, limited general computing access, assistive technology for visually handicapped students, and a limited number of laptops for short-term loan to students on a first-come first-serve basis at our main service desk in the Library Commons.

While some materials do not circulate outside the Library facility, photocopiers as well as online full text materials are available to users.

Wireless computing access is available in all public areas of the Library. The first level of the Library contains an Information Commons intended to be a flexible, technology-infused gathering space to reinforce the academic experience of students.

INFORMATION SERVICES

Information Services is as the primary source of technology, networking and telecommunications services on campus. Computing resources, including access to the internet, are available to all Stritch students. For those on campus and attending other primary locations, wireless access is available in most public spaces. In addition, the following services are available:

Computer Labs
Fox Point/Glendale campus public computer locations:
- Bonaventure Hall: ground floor (BH031)
- Joan Steele Stein Center for Center for Communication Studies/Fine Arts: second floor lounge area
- Library: first floor, second floor, and room 210 (limited availability)

Discipline-specific computer labs (limited access):
- Psychology Duns Scotus 019
- Graphic Design CFA 131, 134 and 218 (limited access)
- Music CFA 130
- Nursing Roger Bacon 114
- Science Serra Hall 200
- Math Bonaventure Hall 056
- Classroom Labs Bonaventure Hall BH004 and BH032
- Computer Science Bonaventure Hall 005
- Academic Support Bonaventure Hall 1058
- Clare Hall 3 West and Assisi Hall garden level

City Center:
- Third floor, room 317

Laptop Loaner Program
A number of laptops are available for loan at the front desk of the library. Laptops have Microsoft Office and Internet browsers installed for student use. Laptops are also available for in-house use by residential students at the front desks in Clare Hall and Assisi Hall.

Individually Owned Computers
Individuals with personal computers equipped with a network interface card can use network jacks in the Library and Union. Wireless Internet access is available throughout campus using the current wireless network, WolfNet, which is an open, unsecured network available to all university faculty, staff, students and guests.

Computer and E-Mail Accounts

Registered students are given computing and network access privileges. Each person is issued a computer account (user id and user name) that provides access to computer labs and e-mail accounts. The e-mail account (@wolfmail.stritch.edu) provides access to all public computers, printing, and My Stritch. My Stritch, http://my.stritch.edu, is a one-stop portal to online student services. Services available through My Stritch include:

- Viewing course offerings
- Access to student schedules by term
- Access to student personal information
- Grades and unofficial transcripts
- Campus announcements and mass schedules

In an effort to enhance the communication of pertinent student information between Cardinal Stritch University and students, Stritch has changed its communication method from paper mail to electronic mail.

Students must have a valid Stritch email account in order to receive electronic communication from the University. This is the only email address with which the University will communicate. It is expected that students will maintain and use this Stritch account for sending and receiving any University-related information. Every student will have a Stritch e-mail account and will be responsible for checking his or her Stritch email account on a regular and timely basis.

Getting Help

All students can get help through the Help Desk by calling (414) 410-4600 or sending e-mail to: support@stritch.edu. The Help Desk is located in the lower level of Bonaventure Hall, where students can also receive in person assistance.

Training

Students can obtain training on using library resources, searching electronic databases, and locating educational resources by attending sessions or scheduling individual appointments with librarians. Students can get help on basic software applications by attending University training opportunities. Current information will be posted on the web at: http://www.stritch.edu/ois.

Appropriate Use

The use of University computing resources should at all times reflect the University's core values and Franciscan identity. Because the entire Stritch community relies on computing resources and access, students should be responsible citizens in this shared community. In particular, students are reminded that the following are prohibited:

- Sharing, loaning or disclosing computer accounts to others
- Using computing resources in a manner that disrupts campus access to the network (i.e. crashing a public system, attempting to steal someone's passwords, using computers for illegal or questionable activities)
- Accessing or changing files without permission
- Unauthorized downloading/uploading of copyrighted materials is prohibited
- Using e-mail to harass or intimidate another person
- Intentionally wasting resources

Feedback/Suggestions

Students are encouraged to make suggestions and provide feedback to the administration regarding our resources and services. Please feel free to send comments or suggestions to support@stritch.edu.

Network Login Policy

Students are required to use their individual network login account when using public workstations on campus. This account will track individual print requests from public network printers. If any individual student exceeds the threshold of prints provided each semester he/she will be able to purchase additional prints as needed. University network policy does not allow the use of another person's account for any reason.

STUDENT SUCCESS CENTER

Cardinal Stritch University is committed to the education of the total person. It is our belief that a student's intellectual development must be enhanced and complemented by physical, emotional, cultural, social and spiritual growth. Toward this end, the Student Success Center intentionally brings together a number of both academic and student development areas to provide dynamic student-driven services and experiences designed to develop each student's capacity to achieve academic success and discover his/her purpose.

The Student Success Center is comprised of five major areas (Academic and Career Advising, Mission Engagement, Retention, Student Experience and Student Support) and is led by the Senior Director of Student Success who also assists students in the resolution of non-academic concerns and serves as a liaison between the administration and students on matters concerning student life at Stritch.

All University policies pertaining to student life are listed in the Student Handbook. Questions regarding University policies or student programs should be directed to the Student Success Center.

Student Government Association
The purpose of the Student Government Association (SGA) is to provide an opportunity and means for self-expression and self-governance. SGA serves as a channel for the communication of student interests and for the development of cooperation among the students, faculty and administration. SGA collaborates closely with the Student Success Center to assure student needs are being met and is advised by the center's leadership.

Commuter Student Services
There are many services available for commuting students, all of which are coordinated by the Student Success Center. These services include apartment information, bus tickets, lockers, renter's insurance and information concerning child care at the St. Francis Children's Center (located on the western side of campus).

Career Services
The Student Success Center affirms the importance of career readiness as a significant outcome of the collegiate experience and fosters a learning environment where all members of the University community gain understanding of work through the career development process. Through value-centered counseling, education, and outreach activities, offered by multiple areas of the center including Academic and Career Advising, Mission Engagement, and Student Experience, individuals gain self-knowledge, set goals, and confidently implement related strategies.

Resources available include:
- Career assessments and interpretations
- Career exploration materials and job postings via resource library and web site
- Major or career counseling
- Job search strategy development
- Résumé/career document critiquing
- Mock interviews
- Salary negotiations
- A yearly job fair
- Recruitment connections and networking opportunities
- Classroom or group presentations on career development topics
- Information on internships and internship preparedness

Students should contact the Student Success Center to get connected with a career professional that can assist them with their particular needs.

Student Support
The department of Student Support provides holistic support to all students so they are best prepared to be successful at Stritch. It includes functions such as academic support, coordinated disability services and the wellness center.

Academic Support
The Academic Support Center offers free tutoring services to all Cardinal Stritch University students. The center provides professional, individual assistance to help students in a variety of areas. The staff can help students discover the needed study strategies for a specific course, teach them to become effective writers, and aid in improving reading comprehension.

The Center provides services in the following areas:
- Content area tutoring
- Tutoring for nurses
- Study skills
- Note-taking

- Test-taking
- Writing
- Reading
- PPST review
- Developmental courses
- Online Writing Lab (OWL)
- Smarthinking
- Disability services

Disability Services

Students with disabilities which affect learning and requires classroom accommodation (e.g. restricted eyesight requiring large print texts) should contact the Academic Support Center to discuss their needs and make arrangements for necessary accommodations. This office serves as a liaison between pertinent offices on campus and community agencies to help meet the needs of the disabled student population. Services also include arranging for appropriate support in collaboration with faculty and assisting students in advocating for themselves.

Students with emotional disabilities requesting classroom accommodations should consult with a professional counselor in Counseling Services. Supportive counseling, referral services, and arrangements for classroom accommodations are available.

Resident students with special housing needs should notify the Department of Residence Life as to their disability. Please refer to the Cardinal Stritch University Disability Policy located in this catalog and in the University Student Handbook at www.stritch.edu/Student-Life/Dean-of-Students/Publications-and-Student-Handbooks.

Wellness Center

Counseling and Mental Wellness

Short-term personal counseling and referrals are provided by licensed professional counselors through this office. Appointments are free and confidential. Workshops on such topics as stress management, alcohol and other drug use and relationships are conducted throughout the year. Supportive/educational groups are conducted according to student interest throughout the academic year.

Student Health Services

Health and wellness services are confidential and provided by a registered nurse and nurse practitioners and a psychiatric nurse practitioner. Staff can help students determine if they need to seek medical care and can give local provider information. They can also help students understand their medication or medical procedures, or learn ways to stay healthy.

Services include treatment for minor illnesses and injuries, immunizations, TB skin testing, strep throat testing, and pregnancy testing. Referrals to physicians, dentists or other community resources are available. Programs and information on such topics as nutrition, STIs, fitness, and specific women's and men's health issues are conducted throughout the academic year and are also available on request.

Academic and Career Advising

The department of Academic and Career Advising uses and advising approach that assists students in connecting their academic and career goals as they navigate through their experience at Stritch. It includes functions such as academic advising for traditional undergraduates, collaborative efforts with professional and faculty advisors in all colleges, career discernment and counseling, and prior learning assessment and articulation.

Academic Advising

Stritch strives to make academic advising and course registration an understandable and supportive process for students. Upon entering the University, traditional semester students are assigned to an academic advisor in the Student Success Center. The advisors work with students, specifically in their first two years, to set up both academic and career goals, identify strategies and experiences that promote them and ultimately craft a four-year graduation plan that helps in the attainment of them. The advisors collaborate with a career counselor who directly advises undecided students and assists in developing career discernment processes and programs that complement and support the conversations students have with either their academic or faculty advisors.

Prior Learning Assessment and Articulation

The University recognizes that learning can occur outside of the classroom and seeks to aid students in maximizing their experiences for credit when applicable. The Coordinator of Prior Learning Assessment and Articulation works to provide

consistent, quality evaluations of students' learning experiences and awards academic, undergraduate credit toward degree completion. In addition, through oversight of policies related to extra-institutional learning, portfolio and essay options that value experiential learning, and the development of articulations that ease transfer of credit, the assessment of prior learning makes higher education more accessible and affordable to students from diverse backgrounds.

Student Experience
The department of Student Experience offers diverse hallmark experiences for students that support their educational activities and aid in their personal development. In addition, the department oversees the institution's conduct policies and creates a supportive environment where all students can be successful. It includes functions such as residence life, campus programming, international education, study abroad and career engagement.

Student Life Activities and Organizations
Formal education at Cardinal Stritch University is complemented by opportunities for growth through participation in co-curricular activities and programs focused on a diverse student population. Student activities provide outlets for growth, stimulate and broaden interests, and provide opportunities for the development of leadership skills. Membership in student committees, clubs and other organizations is open to all students in good academic standing. Information on student organizations and activities can be obtained through the Director of Student Experience.

Clubs and Organizations
New clubs and organizations emerge with student interests. Some of the current student organizations include: Genesian Players, International Students Club, Japanese Culture and Animation Club, Math Club, Philosophy Club, Psychology Club, Radio Lobo, Residence Hall Association, Society of Creative Anachronism, Sociology Club, Spanish Club, Student Activities Committee, Student Athletic Advisory Council, Student Government Association, Student Nurses Association, Student Wisconsin Education Association. The Director of Student Experience can assist a student interested in starting a new student organization or connecting with an existing one.

International Education and Study Abroad
The International Education Office is dedicated to helping students learn about diverse world cultures. International students seeking information, logistical guidance, social and/or visa support or students seeking information regarding study abroad programs may contact the Coordinator of International Education and Study Abroad to learn about offerings and procedures.

Residence Life
Both Clare and Assisi Halls are staffed by residence life and student Resident Assistants, all of whom provide personal support and student development programming opportunities for resident students. They are also responsible for the enforcement of all University policies pertaining to residence life. Room and board contracts can be obtained from the Stritch website and/or a Coordinator of Residence Life.

Commuting students who wish to stay on campus overnight may do so if a room is available. Arrangements for accommodations are to be made at least one day in advance with the Department of Residence Life, although every effort is made to accommodate last-minute requests in inclement weather. Non-residents must be accompanied by a resident student or registered as an overnight guest. Detailed information regarding residence hall policies and procedures is provided in the Residence Hall Handbook, which is available on-line.

Clare Hall
Clare Hall offers housing for more than 280 men and women. The building contains formal and informal lounges, laundry facilities and the den, an informal area with a TV and pool table. The den also has pizza and beverages for purchase. Resident's rooms are wired for cable TV and Internet access. Both single and double rooms are available, with beds, wardrobe closets, and desks furnished for all residents.

Assisi Hall
Assisi Hall is a newly-renovated residence hall on campus that accommodates approximately 100 freshmen and sophomore students. The air conditioned, furnished, alcohol-free building includes three floors that feature a variety of room types, each wired for cable TV and Internet access. The lower level also includes a lounge and workout facilities, in addition to laundry and cooking areas on the first floor.

Mission Engagement
The department of Mission Engagement offers programming for students, staff and faculty that promote the understanding and embracing of the University's mission by the entire institutional community. It includes functions such as University Ministry and its associated activities, collaborative development of experiential learning opportunities, facilitation of first year

experience programs, the common read programming, learning community development and direct support of the Liberal Arts core and its connection with the Franciscan values.

University Ministry
Persons of all faiths are invited to participate in the worship services and other activities offered by University Ministry. These include liturgies, retreats, scripture sessions, community service, outreach programs, faith inquiry, counseling, spiritual direction and personal growth.

Experiential Learning and Engagement
Stritch values experiential learning both in and out of the classroom and views it as a way for students to gain both formative and practical experience that shape their educational endeavors and make their Stritch experience unique. There are many opportunities for students to engage in experiential learning including activities such as volunteer initiatives, service learning and internships and vocational programs.

Urban Fellows Program
The Urban Fellows Program offers students the ability to make a difference right now in their community. Participants gain a full experience of the urban environment by working and learning alongside urban leaders in non-profit and civic agencies or organizations. Since the summer of 2008, this experiential learning opportunity has placed Stritch students in over 40 local agencies that are partnered with Stritch to support the program.

The Program has four tracks:
- *Citizen Scholar-M3C* is intended for first generation college students. Citizen scholars serve in a community agency, attend seminars, and are assigned a mentor. Federal work study may be used for student employment. Participants may be eligible for a $1,000 AmeriCorps award to be applied towards tuition or their student loan.
- *Social Justice Internship* is available for students who are considering working in a non-profit organization to address social needs. Interns are placed with an urban leader to engage and explore their own calling. Each student determines their learning goals for their experience. Federal work study awards may be available for student employment. Internships may also fulfill academic internship requirements within their field of study.
- *Experiential Learning Volunteer/Work Study* is an opportunity for students to serve the community on a regular basis with one of the community partners. This may be done as a volunteer or using federal work study awards as student employment.
- *SCOPE Corps* (Stritch Center for Opportunity and Promise in Education) is sponsored by the School of Urban Initiatives. In collaboration with the Center for Calling and Engagement, this team of students serves as learning coaches for the SCOPE Prep Program at the Greentree/Teutonia Community Learning Center in Milwaukee.

Contact the Assistant Director of Experiential Learning for more information.

Retention
Retention is an area within the Student Success Center that facilities a University-wide effort to boost student retention and degree completion through direct outreach, outcomes assessment and analysis. The Retention Coordinator works with divisions, departments and programs across the University to coordinate retention-related initiatives and to provide student-centered service to meet the needs of all student populations.

Intercollegiate Athletics
Stritch men and women compete as a Division II University in the National Association of Intercollegiate Athletics (NAIA) and have received local and national recognition as both scholars and athletes, Men's sports include basketball, baseball, bowling, cross country, golf, soccer, tennis, track and field, and volleyball. Women's sports include basketball, bowling, cross country, golf, soccer, softball, tennis, track and field, and volleyball. Students who are interested in participating in intercollegiate athletics should contact the Director of Athletics or the coach of the particular sport in which they are interested. Coaches' contact information can be found at www.stritchwolves.com.

Recreation and Intramurals
The primary goal of the Recreation Program is to broaden each student's education through worthwhile leisure activities and to make each student's stay at Cardinal Stritch University as enjoyable, healthy and rewarding as possible. This goal is accomplished by developing programs and activities which promote all-campus recreation, lifetime sports, wellness and the effective use of leisure time. A fitness center, an indoor track, and aerobic and conditioning courses are available on campus for all students.

The Intramural Program provides sport activities and competition for those who enjoy a structured approach to recreation. Leagues and/or tournaments are offered in several different activities including volleyball and basketball.

Schedules of all activities are available at www.stritchwolves.com.

CAMPUS FACILITIES

The Library

The Library seeks to provide welcoming places to satisfy a diversity of needs from individual study to group collaboration to virtual learning environments. Two levels of abundant resources for study and research are located in the Stritch library, along with special study, computing, media, meeting rooms and a newly re-designed Information Commons space. (For a complete description of library resources, see the Student Services section.)

The Fieldhouse

Stritch's gymnasium, indoor running track and fitness center are all located in the Fieldhouse, as is the Office of the Athletic Director. Information regarding activities in these areas can be obtained from the Director of Athletics and www.stritchwolves.com.

Alfred S. Kliebhan Great Hall

"The Great Hall" is a spacious foyer to the Library and Fieldhouse. Its location and comfortable furnishings make it an ideal place for studying, relaxing or gathering with friends.

O.W. Carpenter Campus Center

The O.W. Carpenter Campus Center houses the Walter Schroeder Auditorium, the William and Patricia Blake Student Union, the bookstore, the mail room and conference rooms. Offices of the Student Success Center, specifically those in the departments of Student Experience and Mission Engagement are also located in this building.

Bonaventure Hall

Bonaventure Hall is the University's main administration building. The first floor houses the following major offices: President, Admissions, Academic Affairs, Accounts Receivable, Academic Support Center, Career Services, Financial Aid, International Education, Records and Registration, Student Registration and One Stop Services, University Advancement, Office of University Communications, Office of University Marketing and Information Services and offices of the Student Success Center, specifically those in the departments of Student Support, and Academic and Career Advising. Additionally, the Sister Camille Kliebhan Conference Center is located on the first floor. The second floor is home to the College of Business and Management, College of Education and Leadership, the St. Francis of Assisi Chapel, a nursing skills lab and a suite of offices for faculty members from the College of Arts and Sciences. Offices for Facilities, Security, Copy Center and Math/Computer Science are located in the lower level, as well as computer labs, classrooms and the IT Helpdesk.

Clare Hall

Clare Hall is a three-story residence hall, providing student housing for undergraduate and graduate students. The lower level of the building, located at the northeast end of the campus, houses Payroll, Human Resources, Executive Vice President/Chief Financial Officer, and Business Office accounting functions.

Assisi Hall

Assisi Hall is two-story residence hall, providing student housing to primarily freshman and sophomore students.

Serra Hall

Located between Clare and Bonaventure Halls, Serra Hall houses the University's dining services office and main dining room. The lower level of Serra Hall houses the Physical Plant offices and the Exercise Room.

Roger Bacon Hall

Roger Bacon Hall is a laboratory facility which houses laboratories and classrooms for science and nursing as well as faculty offices. It is adjacent to the ramp/hallway which connects Bonaventure Hall to Serra Hall.

Duns Scotus Hall

Connected to the atrium in Bonaventure Hall, Duns Scotus Hall is an academic facility with classrooms, seminar rooms, and faculty offices.

The Literacy Centers

The Cardinal Stritch University Literacy Centers provide K-12 students in the Milwaukee area with research based assessment and instruction in reading. The Literacy Centers are serving struggling readers at five locations: the Glendale campus, the City Center facility in downtown Milwaukee, Hampton Elementary School, Lincoln Center for the Arts and the Greentree/Teutonia Community Learning Center.

The Joan Steele Stein Center for Communication Studies/Fine Arts

This center, opened in August 1997, houses the Communication Arts, Theater, Music and Visual Art departments along with a 400-seat teaching theater, a spacious art gallery, dressing rooms, photo laboratories, music practice rooms, a dance studio, metal and woodworking shops, a graphic arts computer lab, the box office, a modern lecture hall, and faculty offices. In addition to classroom and educational experiences, students, faculty, staff and the surrounding community benefit from the array of fine arts and cultural events held in this facility.

City Center

Stritch's 24,000-square-foot City Center site in the former Pabst Brewery redevelopment in downtown Milwaukee houses most of the College of Education and Leadership (primarily graduate education programs, Doctoral Studies and the Leadership Center) and several other programs. It includes office space for 65 staff and faculty, as well as 10 classrooms that can be opened up into meeting and conference space with audiovisual capability and wireless internet access. Amenities also include drop-in areas with computer access for visiting faculty and students, and one-on-one instruction rooms. City Center is seven miles from Stritch's campus and is integral to the University's efforts to expand its reach into the central city.

Regional and Classroom Sites

The College of Business and Management has regional and classroom locations in Milwaukee and Madison, Wisconsin, and in Eden Prairie, Minnesota. The College of Education and Leadership has classroom locations throughout Wisconsin and in Illinois.

COMMUNITY INITIATIVES

Cardinal Stritch University reaches beyond the campus to be of service to the community in which it is located and to foster the Franciscan values on which it was founded. The following centers lead the way in these efforts.

THE SAINT CLARE CENTER FOR CATHOLIC LIFE

Established in 2007, Cardinal Stritch University's Saint Clare Center for Catholic Life provides education and formation for lay Catholics who seek to grow in faith and lead in ministry. Center programs reach more than 3,000 students annually, both on campus and in locations throughout greater Milwaukee.

The Center's integrated formation programs deliver intellectual, human, pastoral, and spiritual formation based on "Co-workers in the Vineyard of the Lord," a 2005 statement of the U.S. Catholic bishops which guides the development of Lay Ecclesial Ministry. The Center also supports the four-fold development and formation of undergraduate students enrolled through the Franciscan Servant-Scholars Program. Center offerings include:

Institute for Lay Ministry *(Offered on campus)*
- Formational support for students seeking Master of Arts (M.A.) in Religious Studies with Ministry Concentration offered through the Religious Studies department in the College of Arts and Sciences
- Certificate in Lay Ministries, offered in both English and Spanish language cohorts
- Special Studies in Peace and Justice
- Customized parish, cluster and district programs
- Catechist education and formation

Special Events *(Offered on campus)*
- Annual Symposium on Lay Ministries (August),
- Co-worker Breakfast (December), nurturing church and societal ministry professionals
- Forums on Faith and Work (quarterly), designed to illuminate Christian discipleship for the business community
- Kendall Lecture Series, intended to celebrate the liberal arts in the context of the Catholic Franciscan values integral to the mission of Cardinal Stritch University

Catholic School Educator Programs *(Offered on and off campus)*
- Faith Formation Team Training (FFTT) Program
- Sustaining the Mission, satisfies the religious education certification requirements of Catholic school educators.

Franciscan Servant-Scholars Program
Rooted in the Catholic Franciscan heritage and values of the University, this integrated education and formation program is open to undergraduate students of all faiths and majors who seek to connect their academic coursework with service to the community, working for peace and social justice, engaging in theological reflection, faith sharing and other formative experiences.

To learn more, visit www.stritch.edu/saintclarecenter or call (414) 410-4405.

THE FRANCISCAN CENTER

Established in 1997, the Franciscan Center fosters the study of St. Francis and St. Clare and promotes research on the history, spirituality, and values of the Franciscan tradition. It serves the University and wider community, as well as the Franciscan family, through scholarship, dialogue, and activities that bring Franciscan ideals and values to bear on contemporary issues and problems, both local and global.

The Center serves as a site for pursuing spiritual and educational enrichment about St. Francis, St. Clare, and the men and women of the Franciscan tradition. The Center offers credit, and non-credit courses for undergraduate and graduate students in conjunction with the University's Religious Studies department as well as courses for lay ministers in the certificate programs of the Saint Clare Center for Catholic Life.

The Franciscan Center Library

The Franciscan Center Library houses books and artifacts that were a gift from the Capuchins of the Province of St. Joseph, as well as many other books, videos, and topics about the Franciscan tradition. This collection of Franciscan and medieval resources is available to researchers in the Franciscan Tradition, as well as the faculty, staff and students of Cardinal Stritch University and other universities. The Franciscan Center Library also houses the private collection of bibliographies, biographies, and articles of more than 10,000 men and women of the Franciscan Tradition.

THE LEADERSHIP CENTER

The mission of the Cardinal Stritch University Leadership Center is to prepare and sustain leaders who are catalysts for positive transformation of individuals, organizations, and communities. The Leaderships Center offers programming, such as the African American Leadership Program and the Neighborhood Leadership Institute. In addition, the Leadership Center collaborates with organizations to develop new programs that align with the following philosophical and pragmatic criteria:

- supports the vision, mission and goals of all participants
- manifests value for caring, compassion, community, and respect for all creation
- is financially viable
- brings research-based expertise from internal resources and/ or can access expertise from external resources
- oriented towards a need in the market as demonstrated by an environmental scan, request for proposals, grant opportunity, etc.
- ensures projected outcomes are quantifiable and measurable through on-going assessment, project debriefing, etc.
- mutually agreed upon timelines that are realistic given the scope of the project, workload, and resources of the Leadership Center.

Call (414) 410-4551, or visit www.stritch.edu/leadershipcenter for more information.

COLLEGE OF ARTS AND SCIENCES

COLLEGE OF ARTS AND SCIENCES

MISSION STATEMENT
The Mission of the College of Arts and Sciences is to educate the whole person and promote lifelong learning by integrating the liberal arts with the Franciscan tradition. We provide the means for students to acquire skills, knowledge, perspectives, and aesthetic appreciation so they can think critically and engage responsibly in their personal lives and professional and global communities.

FOCUS
In order to provide this liberating educational experience, the Arts and Sciences faculty model what they profess. The faculty commit themselves to continue to:
- Strive for teaching excellence
- Expand their own scholarly inquiry
- Share knowledge and methodology with each other
- Demonstrate a spirit of genuine collaboration and community with each other and their students
- Accept and value diversity among each other and their students.

DEGREE COMPLETION REQUIREMENTS
To complete a master's degree through the College of Arts and Sciences, the following requirements must be met:

Required coursework:
A minimum of 30 hours of graduate-level coursework completed with a minimum cumulative GPA of 3.0 with no individual course grades below a "C."

All master's programs in this college also require the initial Professional Development Seminar and/or a research component (defined below).

See separate list of requirements for the Master of Arts in Clinical Psychology.

Research component:
Students must have completed the majority of their coursework prior to beginning the research component of the master's degree. Among the options are a thesis, a synthesis paper, interpretation of research literature or a graduate field experience. If a student elects a thesis, a graduate field experience paper or a research paper, one copy is to be given to the director or advisor according to the deadlines established.

Comprehensive Examination:
All master's candidates must apply for and satisfactorily complete a comprehensive examination before the master's degree may be granted. The examination is designed to test the student's mastery of his/her major field rather than knowledge of specific course material. Students are to apply for the comprehensive examination through their faculty advisor.

Note: The comprehensive examination may be repeated only once if it is not passed the first time.

Apply for Graduation:
Students anticipating completion of all of the requirements for a master's degree must file an application for graduation even if they choose not to participate in the ceremony. Deadlines are March 1 for May graduation, October 1 for December graduation, and August 15 for August graduation. Formal commencement exercises are held in May and December.

Practicum and Field Experience:
College of Arts and Sciences graduate students may gain valuable hands-on experience by taking advantage of various practicum and research opportunities. Departmental approval is required.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

The Master of Arts (M.A.) in Clinical Psychology program strives to develop competent health care providers who are critical thinkers, intelligent consumers of research, and skilled providers of psychological services in a variety of health care settings. Integration of science and practice, and ethics and diversity issues are infused in all courses. The program is designed to prepare individuals for employment in a variety of mental health settings and/or a doctoral program.

PROGRAM FORMAT
The M.A. in Clinical Psychology is a 48-credit program designed for working professionals. Classes generally meet one to two nights per week which enables students to pursue a Master's degree while simultaneously continuing a career. Class sizes consist of approximately 15-20 students, a setting designed to promote shared learning and teamwork while maintaining a small teacher-student ratio. Students progress through a sequence of coursework consisting of both foundational and advanced courses which prepare students for the required capstone experiences: Thesis and Practicum.   The capstone experiences of the Clinical Psychology program are a 2 semester 600 hour practicum at an approved agency, which will include a minimum of 70 hours in an on-campus practicum seminar, and completion of an empirically-based research project culminating in a thesis.

ADMISSION REQUIREMENTS
To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university. All applicants must have completed General Psychology, Abnormal Psychology, Research Methods, and Statistics or their equivalent.
- A minimum overall GPA of 3.0 (on a 4.0 point scale) and minimum GPA of 3.0 in psychology courses.
- Three letters of recommendation sent directly to the Office of Graduate Admissions. At least one of these letters must be from a former or current professor who can attest to the applicant's academic work or graduate work preparedness. The other two letters can be from an employer or a supervisor of paid or volunteer work in a psychology or social service field.
- A personal essay of two to four typed pages describing reasons for seeking a graduate degree in clinical psychology. The essay should include details of past academic, employment, and volunteer experiences in psychology, expectations for graduate education, and professional goals.
- Official transcripts from all colleges and universities attended.
- A personal interview with a graduate faculty member. The interview is scheduled after the Psychology Department has reviewed all admissions materials.
- The review of applications and offers for on-campus interviews will begin in late January.

Students who do not meet the above requirements should complete undergraduate prerequisite courses and/or meet with the program chair to discuss their options before applying to the program.

GRADUATION REQUIREMENTS
To qualify for graduation from this program, students must:
- Complete master's coursework with a minimum cumulative grade point average of 3.0 with no individual course grades below a "C" and no more than one course grade below a "B-."
- Satisfactorily complete an oral defense of an evidence-based master's thesis.
- Satisfactorily complete clinical field practica totaling 600 hours, including a minimum of 70 hours of practicum seminar. Obtain recommendation for graduation from the program chair.
- Satisfactorily complete all program requirements within seven consecutive academic years.

COURSE DESCRIPTIONS
PSY 533 Advanced Statistics and Research Methods
(3 Cr.)
This course focuses on the methods used by psychologists to study and understand behavior. Emphasis is placed on research design, execution, and statistical analysis of data.

PSY 536 Ethics, Professional Standards and Legal Issues
(3 Cr.)
This course focuses on the ethical, legal, and professional standards and principles that govern the practice of psychology. Topics include the APA Ethical Standards, state regulations, and issues related to professional practice and delivery of services.

PSY 538 Advanced Personality Theory
(3 Cr.)
This course is designed to give students a working knowledge of major personality theories and research. Personality theories such as psychoanalytic, social learning, and cognitive-behavioral approaches are presented and contrasted. The influence of biological and cultural factors on the development of personality also is considered.

PSY 541 Psychopathology
(3 Cr.)
This course is designed to provide an overview of major theoretical issues and empirical research relevant to psychopathology. Dimensional and descriptive approaches to classification are reviewed, with emphasis on the diagnostic categories in the current Diagnostic and Statistical Manual of Mental Disorders. Empirical findings, methodological concerns, conceptual issues, and the role of multicultural factors are discussed.

PSY 543 Systems of Psychology
(3 Cr.)
This course focuses on the philosophical, physiological, and experimental influences on the founding and development of psychology. Major schools of thought and influential psychologists are discussed.

PSY 545 Assessment I
(3 Cr.)
This course is designed to provide students with general principles of assessment, basic interviewing skills, and behavioral observation skills. Administration, scoring, and interpretation of verbal and nonverbal cognitive tests, with emphasis on the Wechsler scales of intelligence, are covered. Rationale, theory, and standardization of intelligence tests as well as the role of culture in assessment and testing also are discussed. Prerequisite: PSY 541.

PSY 547 Theories and Techniques of Individual Psychotherapy and Counseling
(3 Cr.)
This course familiarizes students with various individual therapeutic strategies using classroom theory and laboratory learning experiences. Treatment approaches that are relevant to diverse client populations are identified.

PSY 549 Assessment II
(3 Cr.)
This course deals with the study of the theory and rationale of personality tests. The course focuses on the use of objective and projective personality assessment tools in conjunction with other evaluation techniques. Emphasis is on the development of advanced diagnostic skills. Prerequisite: PSY 545.

PSY 551 Multicultural Issues in Clinical Psychology
(3 Cr.)
This course is designed to develop a comprehensive understanding of diverse cultures as related to clinical research and practice. Theory and research are examined to provide an understanding of the interplay among cultural stereotyping, oppression, and racism, and concepts of pathology and treatment. Culturally responsive clinical strategies are emphasized.

PSY 552 Practicum Seminar I
(1.5 Cr.)
This course consists of weekly class meetings and experiential exercises on practical and professional issues, including placement selection, supervision issues, ethical and legal issues, treatment records, and assessment and diagnosis. This course assists clinical psychology students in integrating and applying knowledge, values, and skills taught in the classroom to practicum experiences. This course meets once a week for three hours for a total of 25 hours during the fall semester.

PSY 553 Practicum I
(4 Cr.)
This course provides students with supervised clinical field experience in a facility approved by the clinical faculty. Emphasis is on the development of students' assessment and diagnostic skills.

PSY 555 Theories and Techniques of Group Psychotherapy and Counseling
(3 Cr.)
This course focuses on different group therapeutic strategies using classroom theory and laboratory learning experiences. Group therapy, family therapy, couples therapy, mental health consultation and education, and community psychology are covered.

PSY 556 Practicum Seminar II
(1.5 Cr.)
This course is a continuation of Practicum Seminar I. It provides students with the theoretical and practical aspects of training in clinical psychology. Students discuss their cases, interpretations, insights, use of DSM, intervention strategies, ethical and multicultural issues, and any other concerns involved in their cases. Contemporary issues including managed care, reimbursements, culturally sensitive strategies, and other critical topics are discussed. This course assists clinical students in integrating and applying knowledge, values, and skills taught in the classroom to practicum experiences. The course meets once a week for three hours for a total of 25 hours during the spring semester.

PSY 557 Biological Bases of Behavior
(3 Cr.)
This course focuses on how behavior is controlled by the nervous and endocrine systems. Biological mechanisms of perception, homeostasis, sexual behaviors, emotions, behavioral disorders, and memory are highlighted.

PSY 558 Practicum Seminar III
(1.5 Cr.)
This course is a continuation of Practicum Seminar II and meets once a week for three hours for a total of 25 hours during the fall semester.

PSY 559 Practicum II
(4 Cr.)
This course is a continuation of Practicum I and consists of a supervised clinical field experience in a facility approved by the clinical program. The emphasis of this course is on the development of advanced diagnostic and therapeutic skills and the delivery of culturally responsive services. Prerequisite: PSY 553.

PSY 560 Practicum Seminar IV
(1.5 Cr.)
This course is a continuation of Practicum Seminar III and meets once a week for three hours for a total of 25 hours during the spring semester.

PSY 570 Career Development: Theory and Practice
(3 Cr.)
This course provides students with a review of the major theories of career development, as well as an introduction to commonly used assessment and intervention techniques. Case studies are used to illustrate competencies needed to engage in the professional practice of career counseling. A developmental perspective on careers is emphasized throughout the course, focusing on career development over time. In addition, class readings and discussions focus on career development programs for special populations including elementary, middle, and high school students, and a variety of diverse populations.

PSY 598 Thesis I: Seminar
(0 Cr.)
This seminar helps prepare students to plan and write their thesis research proposal. A "Guide to the Preparation of the Proposal and Thesis in the Master of Arts in Clinical Psychology" is provided to students.

PSY 599 Thesis II: Independent Work
(4 Cr.)
Students sign up for independent work credits to complete their thesis. They receive credit after their thesis adviser, thesis committee members, and the program chair have approved their entire research project (including the following chapters: Introduction, Methods, Results and Analysis, Discussion, and Summary) and a successful oral defense of the thesis is completed.

MASTER OF MUSIC IN PIANO

The Master of Music (M.M.) in Piano program is designed to develop highly advanced performance skills, foster a strong commitment to teaching, and engage students in the promotion of music. Through the program, students will develop excellent teaching skills that provide quality instruction for future musicians in various age groups and motivate them for continual improvement and lifelong learning. The M.M. in Piano program requires a vigorous discipline in which students will master professional performance skills and artistry. In addition, students will learn to take responsibility in keeping the musical arts alive and well, while serving in local and global communities.

CUSTOM DEGREE TRACKS

Depending on a student's special interests, they may establish a different emphasis within the degree. For example, if a student wishes to develop a solo concert career, he or she may focus on solo literature in all lessons and present a graduate solo recital. Those who wish to be a professional chamber musician/accompanist may choose to learn more ensemble literature and present a graduate chamber music recital. If a student's main interest is in teaching, he or she may concentrate on pedagogy and present a graduate lecture recital combining a performance and lecture.

PROGRAM FORMAT

The M.M. in Piano program is offered in the traditional semester format with classroom instruction as well as one-on-one lessons from highly regarded faculty. To fit the schedule of a working adult, classes and lessons may be offered in the late afternoon, early evening, and on the weekend. Students will be able to complete the Master of Music in Piano degree in two years.

FACILITIES

The Joan Steele Stein Center for Communication Studies/Fine Arts is home to the School of Visual and Performing Arts. This facility includes rehearsal rooms, faculty studios, large practice rooms with grand pianos, a music theory and ear training lab and a 400-seat concert hall. Stritch is Wisconsin's only All-Steinway School.

PROGRAM REQUIREMENTS

Applied Piano	8 cr.
Chamber Music Lessons	3 cr.
Accompanying Lessons	3 cr.
Advanced Piano Practicum	12 cr.
Graduate Seminar	4 cr.
Graduate Recital	2 cr.
Total	32 cr.

ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university.
- A minimum grade point average of 2.75 on a 4.0 scale.
- An audition with Cardinal Stritch University piano faculty. (Live auditions are preferred. CDs may be considered.)
- A placement test in music theory and history.
- Three letters of recommendation.

GRADUATION REQUIREMENTS

To qualify for graduation from this program, students must:
- Complete required coursework with a minimum cumulative grade point average of 3.0 with no individual course or applied grades below a "C."
- Satisfactorily pass a comprehensive examination.
- Satisfactorily complete an approved Masters Recital Performance
- Obtain recommendation for graduation from the program chair
- Satisfactorily complete all program requirements within seven consecutive academic years

RECITAL PERMISSION AUDITION

Students must perform a preliminary practice recital in front of a Graduate Committee, consisting of three faculty members. The Recital Permission Audition is performed by a student after successfully passing the comprehensive examination. Students must pass the audition a minimum of four weeks before their Graduate Recital in public. Three faculty members (the main advisor, one additional piano faculty, and one non-piano faculty) serve as adjudicators for the recital permission as well as the recital.

COURSE DESCRIPTIONS

MU 530 Piano V
(1 - 2 Cr.)
This course includes private piano studies designed for piano performance majors. Students will be required to master six to 10 pieces of standard repertoire per semester, along with exercises and Etudes. Students must take two credits in each semester, completing a total of eight credits in four semesters. Prerequisite: Consent of instructor.

MU 537 Accompanying Lessons V
(1 - 2 Cr.)
This course includes ensemble studies designed for piano performance majors or other music majors with strong piano skills. The studies focus on art songs, pieces for one specific instrument plus piano, and sight-reading. Students may take either one or two credits in each semester, completing a total of three credits in four semesters. Prerequisite: Consent of instructor.

MU 557 Chamber Music Lessons V
(1 - 2 Cr.)
This course includes ensemble studies designed for piano performance majors or other music majors (including instrumental and voice students) with advanced playing skills. Studies will focus on chamber music literature written for trios and larger groups. Students may take either one or two credits in each semester, completing a total of three credits in four semesters. Prerequisite: Consent of instructor.

MU 595 Advanced Piano Practicum
(1 - 3 Cr.)
This is an integrated piano study concentrating on the following subjects: piano literature, piano pedagogy, studio performance, and master class. Studies focus on the history of piano literature, both private and group teaching methods, and performance practices of all eras. Students also will gain knowledge of the variety of musical issues involving solo and duet performance skills. Students must take three credits in each semester, completing a total of 12 credits in four semesters. Prerequisite: Consent of instructor.

MU 597 Graduate Seminar
(4 Cr.)
This course is an integrated study concentrating on the advanced music theory and history of the 20th and 21st centuries. Through in-class discussions and analysis, examinations, and a research paper, students will learn the history, compositional techniques, and notation of contemporary music. Students also will gain knowledge of the variety of musical processes involving performance skills.

MU 599 Graduate Recital
(2 Cr.)
This course is the final project and an integral process of graduate applied study that requires students to demonstrate performance/teaching skills accumulated throughout the years. The recital must include 60-75 minutes of musical content and must be presented in front of a public audience. Depending on each student's emphasis, there are three options in organizing a recital program: all solo performance, combination of solo and collaborative repertoire, or combination of performance and lecture recital. Students will gain knowledge of the variety of musical issues involving stage presentation, communication, endurance and stamina, lecture demonstration, acoustics, and performance anxiety. Memorization skills also will be learned while mastering the program (mandatory in solo performances).

MASTER OF ARTS IN RELIGIOUS STUDIES

The Master of Arts in Religious Studies (MARS) degree program is designed for students with a wide range of pursuits and career goals, from education and catechetics to preparation for a doctoral degree in religious studies or a related field; the MARS with Ministry Concentration is designed for students pursuing careers in Church ministry in either the Catholic tradition or any of the Protestant traditions. The MARS is a 30-credit degree program.

The MARS degree program is designed for students to experience the broad field of graduate religious studies, with an option to concentrate in the area of ministry. Most courses are offered in late afternoons and evenings to accommodate the part time working adult student. Each student is required to take 13 credits of a core curriculum, which consists of a 1-credit Professional Development Seminar as an orientation to the program and to graduate-level research in religious studies and 4-credit courses in each of the following three areas: biblical studies, systematic theology and church history. Students also take 2-credit methodological courses (6 credits MARS, 10 credits MARS with Ministry Concentration), and 11 (MARS) or 7 (Ministry Concentration) additional electives. A student's capstone experience is a Comprehensive Examination (MARS) or Case-study Examination (Ministry Concentration), though students with a 3.7 GPA or higher may opt instead to utilize two elective credits in the development of a Thesis (MARS) or Pastoral Project (Ministry Concentration). The questions/cases for the Examination are drawn from the content the student's course work.

PROGRAM REQUIREMENTS
Foundational Courses (13 credits) required for all students:
RS 500 Professional Development Seminar (1 cr.)
RS 552 The Study of the Scriptures (4 cr.)
RS 554 The Study of Church History (4 cr.)
RS 553 The Study of Systematic Theology (4 cr.)

Methodological Application Courses:
MARS students (6 credits): 2-cr. area electives in each of scripture, church history, systematic theology

Ministry Concentration students (10 credits, 2 cr. each): scripture area elective; 556 - Pastoral Theology; 558 – Ecclesiology; 559 – Worship & Sacrament; 562 – Morality & Justice

Elective Courses
MARS students (11 or 9* credits); *Ministry Concentration students* (7 or 5* credits)

Capstone Requirement
MARS students (Comprehensive Exam or 2-cr. Thesis Option*); *Ministry Concentration students* (Case-Study Exam or Pastoral Project Option**)

*/**: Students with a minimum 3.7 GPA may use two elective credits for a Thesis (MARS)* or Pastoral Project (Ministry Concentration).**

ADMISSION REQUIREMENTS
To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university.
- A grade point average of 2.75 on a 4.0 system (probationary acceptance may be granted).
- At least 12 undergraduate credits in religious studies or equivalent competencies (probationary acceptance may be granted).
- An interview with the chair of the Religious Studies Department.
- A "Statement of Purpose" (two to three pages, double-spaced) describing the student's reasons for seeking a graduate degree in religious studies. This essay should consist of the student's qualifications, past academic and employment history relevant to the M.A. in Religious Studies program, expectations for graduate studies and professional goals.

GRADUATION REQUIREMENTS
To qualify for graduation from this program, students must:
- Complete the required coursework with at least a 3.0 overall grade point average, with no individual course below a "B-." Any course(s) in which a final grade below a "B-" is earned do not count toward the 30 credit requirement. If a student

receives a final grade of "C+" or below in two courses, that student will be automatically removed from the M.A. in Religious Studies program.

- Satisfactorily complete and present to the religious studies faculty a final synthesis paper.
- Satisfactorily pass oral and written comprehensive exams.
- Obtain recommendation for graduation from the department chair.
- Satisfactorily complete all requirements for the degree within seven consecutive academic years.

CERTIFICATE

The Certificate in Urban Ministry requires 18 credits and may constitute a segment of the Bachelor of Arts in Religious Studies degree (34 Religious Studies credits) or the Master of Religious Studies (30 credits). Non-credit students may obtain a Certificate in Urban Ministry. Non-credits students may change their status to credit certification before the second course begins.

Required courses/competencies for Certificate Completion (at Noncredit, Undergraduate or Graduate Levels): REL 306 (RS 506), REL 443 (RS 543), REL 465 (RS 565), REL 468 (RS 568), REL 403 (RS 503), competency in intercultural communications and 3 credits of electives.

COURSE DESCRIPTIONS

RS 500 Professional Development Seminar
(1 Cr.)
This one-credit class is designed to introduce new MA students to graduate-level research and writing in religious studies, and to reflection on their personal and professional goals in ministry or religious studies in light of the program/degree goals.

RS 501 Pastoral Project
(2 - 3 Cr.)
This is the final course to be taken as part of the requirement for the MAM/MALM degree (for ministry degree students admitted prior to Fall 2013). The pastoral project has four parts: 1). Present a pastoral problem or concern; 2). Offer a means of addressing the pastoral problem or concern; 3). Implement the suggested course of action; 4). Assess the effectiveness of the course of action.

RS 502 Synthesis Paper
(2 - 3 Cr.)
This is the final course to be taken as part of the requirement for the MARS degree (for MARS students admitted prior to Fall 2013). The synthesis paper provides the opportunity for students, under the direction and with the approval of a faculty member, to write a final integrating paper on a topic in their chosen area of interest or area of concentration.

RS 503 Religious Studies Practicum
(1 - 3 Cr.)
This is a seminar and practicum in areas related to religious studies. Utilizing the resources of theology, psychology, sociology and experience, the class is designed to assist the student in gaining competency in a religious leadership role and to test this competency under supervision.

RS 504 Contemporary New Testament Studies
(3 Cr.)
This course focuses on a specific set of writings from the New Testament each time the course is offered.

RS 505 Christology
(3 Cr.)
This is a study of the person and mission of Jesus as presented in the Scriptures, in ecclesiastical tradition and in religious classics.

RS 506 Theology of Church
(3 Cr.)
This course explores the development of the Christian Church in all its expressions from the New Testament communities to the current era.

RS 507 Patristic to Late Medieval Church Theologies
(3 Cr.)
This survey course is designed to introduce the student to the theologians of the Catholic Church, from the Early Church up to, and including, the Medieval Period. Through reading, discussion, and theological reflection the student will become familiar with the Apostolic, Patristic, Monastic, Vernacular, and Scholastic traditions of the Church.

RS 508 Contemporary Catholicism
(3 Cr.)
This course examines the evolution of the life and teachings of the Roman Catholic tradition from the modern period to the present. In particular the course focuses on the documents of Vatican Council II (1962-1965) and the subsequent developments in the life of the Church.

RS 509 Introduction to Old Testament Studies
(3 Cr.)
This course is designed to familiarize students with the composition, structure, and history of the Old Testament along with the tools necessary to study it both critically and faithfully. Emphasis is placed on presenting contemporary biblical methods of interpretation and their application to texts of the Old Testament.

RS 510 Special Topics
(1 - 3 Cr.)
This is a study of a particular topic in theology and/or Christian ministry formation.

RS 511 Introduction to New Testament Studies
(3 Cr.)
This course is designed to familiarize students with the composition, structure, history and theology of the New Testament along with the tools necessary to study it both critically and faithfully. Emphasis is placed on presenting contemporary methods of interpretation and their application to the texts of the New Testament.

RS 512 From Reformation to the Present
(3 Cr.)
This course provides a survey of developments in Christian theology from the 16th century to the present. Special attention is given to the efforts by Christian theologians in the ongoing series of crises in the post-medieval world, including the Reformations of the 16th century and the Catholic response to them, the rise of the modern nation state and the disappearance of Christendom in the 17th and 18th centuries, the rise of a secularized industrial society and intellectual modernity in the 19th and 20th centuries, and the globalization of Christianity in the late 20th and 21st centuries.

RS 513 Sacramental Theology
(3 Cr.)
This is an historical, anthropological and theological investigation of the constitutive elements of Christian worship and sacrament (time, space, word, and ritual/symbolic act), with special attention to the sacraments of baptism and eucharist. It includes an overview of liturgical practices, texts, and theology from Jewish and scriptural origins to the 20th-century Vatican II reforms; basic principles of liturgical and sacramental theology; and groundwork for interpreting liturgical documents and ritual texts with a view to pastoral practice, multi-/inter-cultural concerns, and ecumenical considerations.

RS 514 Ecumenical and Interfaith Relations
(3 Cr.)
In this course, the class will focus on the Roman Catholic church's approach to and practice in ecumenical dialogue by studying the Vatican II Decree on Ecumenism and subsequent encyclicals, and by examining recent agreements between the Roman Catholic communion and the Orthodox, Lutheran, Anglican, and Reformed communities.

RS 515 Contemporary Old Testament Studies
(3 Cr.)
This course explores specific writings of the Old Testament each time it is offered.

RS 516 Relational Ministry
(1 Cr.)
This course enables participants to realize the importance of building relationships with volunteers through the use of human resource skills, volunteer management techniques and an understanding of peer ministry. It distinguishes between developing relational goals and managing programs.

RS 520 Women and Theology
(3 Cr.)
This course examines the historical beliefs about the nature, place and role of women as understood in Christianity and the major world religions as well as an overview of the goddess and wiccan traditions. Topics include a study of contemporary women theologians, women's spirituality and women in ministry.

RS 521 Canon Law: Marriage/Parish Structure
(2 Cr.)
This course serves as an introduction to the legal system of the Latin Rite of the Catholic Church. It is a study of the universal law of the Church as well as local archdiocesan practice and regulations. Special emphasis is given to the law surrounding the preparation for and the celebration of marriage. The focus is directed toward those pastoral issues of particular importance to contemporary church ministers, especially those in parishes.

RS 522 Johannine Writings
(3 Cr.)
This course examines the Gospel of John and the three letters of John (1 John, 2 John, 3 John). Each of these writings is situated within the historical framework of the era and the forces that shaped it. Each different piece of the Johannine writings are analyzed using contemporary biblical methods of interpretation.

RS 523 Augustine of Hippo and Thomas Aquinas
(3 Cr.)
In this course, the historical contexts, philosophical backgrounds, and continuing relevance of the theologies of Augustine of Hippo and Thomas Aquinas are examined in detail. Special attention is given to their use of scripture and tradition in formulating distinctive theological responses to the ecclesiastical and intellectual challenges of their time.

RS 524 Synoptic Gospels
(3 Cr.)
This course studies the Synoptic Gospels: Mark, Matthew and Luke. Each Gospel is studied individually for its unique theological contributions. Furthermore, the Gospels are examined jointly in an effort to contrast and compare their differing approaches to similar material such as the infancy narratives, Jesus' teachings and miracles, and the passion and resurrection narratives.

RS 525 Religion in America
(3 Cr.)
This course takes an historical approach to the development of the major periods and traditions of religious experience in the United States. Students will examine the impact of these religions on the social, political and cultural patterns and probe current issues (fundamentalism, the role of women, etc.) in the light of these historical roots.

RS 526 Foundations in Music and Liturgy
(2 Cr.)
This course studies music as an art form in worship and its role in ritual, particularly within the Roman Rite. The Order of Mass, sacramental liturgies (i.e., baptism, confirmation, marriage, etc.) and other rituals are studied for their musical requirements and components.

RS 527 Christian Anthropology
(3 Cr.)
This course focuses on the understanding of the human person in the Christian tradition. The course explores the theological understanding of topics such as human nature, grace, sin, freedom, justification, and salvation.

RS 528 Franciscan Intellectual Tradition
(3 Cr.)
The course introduces students to the richness of the Franciscan intellectual tradition. Beginning with Francis and Clare of Assisi, students will examine how men and women passed on the tradition to the present day. Through reading, discussion, and theological reflection, students will identify the Franciscan views of God, Jesus Christ, the world, and the human person throughout the centuries. Finally, students will discover how the tradition interfaces with religious experience, economics, politics, the natural sciences, philosophy and theology in the 21st century.

RS 529 Peacemaking and Alternatives to Violence
(3 Cr.)
This course allows participants to gain a broad understanding of the relationship between personal and global peacemaking. The course is designed to allow participants to explore their own attitudes, values and skills, as well as theories, methods and techniques related to the study and practice of peace education in the classroom.

RS 532 Introduction to Theological Thinking
(3 Cr.)
This course explores what it is that we do when we do theology. It examines various schools of thought that serve as a guide to explore the notion of meaning. Typical topics studied are: human experience as a foundation for theologizing, models of revelation, concepts of faith, God, religious language, development of doctrine, and interpretation of the sources of religious thought.

RS 533 Catholic Education in America
(2 Cr.)
Students will examine the history and mission of Catholic education in America. The course unpacks the unique culture and the successful outcomes of Catholic schools and the role they have played in American society and in the Catholic Church in America. The course also examines the unique challenges of maintaining this culture and success given modern social change, globalization and the realities of the changing Church in America. Special attention is given to Church documents on Catholic education and Catholic Social Teaching and also to best practices for creating community among teaching colleagues, students and parents.

RS 534 Pastoral Counseling
(3 Cr.)
This course provides an introduction to the fundamentals of counseling with a special emphasis on the sub-discipline of pastoral counseling. Since all forms of counseling begin with listening, in order to accurately hear counselees and to create a helping relationship, this course trains students in the science and art of listening, as well as the development of basic counseling skills within a pastoral counseling framework.

RS 535 Foundations for Ministry
(3 Cr.)
This course is an interactive class which utilizes the principles of adult learning. This course examines the theologies of ordered ministry; summarizes theories foundational to formation of children, youth, and adults in religious settings; outlines ministry as a leadership function; and explores significant issues that influence and impact ministry in the local faith community.

RS 536 Pastoral Dimensions of Ministry
(3 Cr.)
This course is an interactive class which utilizes the principles of adult learning. This course examines ministry as a vocation, the theological roots of ministry, and what it means to have a pastoral perspective in specific situations in the faith community. Students will focus on resources and choose assignments pertinent to their ministry area while becoming aware of common ministry issues.

RS 539 Letters of Paul
(3 Cr.)
This course examines the person and letters of Paul of Tarsus. It begins with an examination of Paul's life and world, as well as that of the communities to which he wrote. Special attention is given to the literary form of the letter as it appeared in the ancient world, as well as Jewish exegetical techniques and Greco-Roman rhetorical methods. This background is used in a literary, exegetical and theological analysis of select letters from the Pauline corpus.

RS 541 Biblical Greek I
(3 Cr.)
This course is an introduction to the language of biblical Greek. It provides students an opportunity to become familiar with the original language of the New Testament texts know as Koine Greek (the 'common' Greek used by people of the New Testament period). The course will focus specifically on the noun and verb systems, with the goal of acquiring basic skills in exegesis for translation and interpretation.

RS 542 Biblical Greek II
(3 Cr.)
This course is an introduction to the language of biblical Greek. It provides students an opportunity to become familiar with the original language of the New Testament texts known as Koine Greek (the 'common' Greek used by people of the New Testament period). The course will focus specifically on the verb systems and build upon Biblical Greek I (noun system), with a goal of acquiring basic skills in exegesis for transflation and interpretation. Prerequisite: RS 541.

RS 543 Theology of Justice and Peace
(3 Cr.)
This course examines the historical settings and the biblical and theological foundations for the Christian commitment to a just and peaceful world. Employing a process of social analysis, the latter part of the course explores the ethical challenges facing the Christian community, especially the urban church.

RS 544 Specialized Ministries in the Church
(3 Cr.)
This course identifies and describes the barriers to integration into church life experienced by persons with disabilities. Students examine strategies and programs that promote integration, and they design a ministry plan for a specific marginalized group.

RS 545 Spirituality and Human Growth
(3 Cr.)
The spiritual journey moves people toward wholeness as integral human persons. The goals of this class are to explore the dynamic of Christian spirituality; to examine several psychological-theological views of the integration process; and to pursue the implications of the process for pastoral ministry.

RS 546 Practicum and Seminar
(4 Cr.)
This course involves a practicum in church ministry with specific challenges to a pastoral worker. The accompanying seminar paper addresses the issues, suggests an action-oriented research project, and includes the integration of theory and practice in a supervised setting.

RS 547 Later New Testament Letters
(3 Cr.)
This course studies the Letter to the Hebrews and the 'Catholic Epistles' (James, 1 Peter, 2 Peter, 1 John, 2 John, 3 John and Jude) from a literary, historical and theological perspective. This course examines how these letters originally spoke to the New Testament communities of the 1st and early 2nd centuries as well as how these letters speak to us today as 21st century Christians. This course explores the application of these biblical letters in an educational and/or ministerial setting.

RS 550 Christian Moral Theology
(3 Cr.)
This course is an introduction to the biblical/theological foundations of morality in the Christian tradition.

RS 552 The Study of the Scriptures
(4 Cr.)
This course acquaints the beginning graduate student with the types of literature found in the Old and New Testaments, the characteristics of the different books and sections in the biblical corpus, and the cultural, historical, religious and theological environments in which this literature was formed. The course provides a basic orientation to Sacred Scripture that will guide subsequent biblical studies. Students should recognize that this course engages in the academic study of the Bible. While many faith communities understand these writings as a source of divine guidance and a tool for personal reflection, these are not the primary foci of this class.

RS 553 The Study of Systematic Theology
(4 Cr.)
This course orients students to the various aspects of theological studies and the way theology functions in the Christian community. Key topics such as God, human being, Christ, Spirit, church, faith and revelation, scripture and tradition, sin and evil, and worship are explored with an eye to how they are integrated into the entire discipline of theology. Contextual models for doing theology are explored. The course aims at helping the student develop a framework in which to understand how one engages in critical theological reflection in light of human experience and ecclesial/ministerial life.

RS 554 The Study of Church History
(4 Cr.)
This course provides an overview of 2000 years of church history, focusing on select, significant persons, events, movements, and ideas (theological, cultural, social and intellectual) that have shaped the Christian Tradition. The course will highlight the dynamic character of that history (the conflicts, challenges, and creative developments) using the tools of historical critical analysis to help students better understand both the "what" and the "why" things happened as they did.

RS 555 Independent Study
(3 Cr.)
This is a guided study of a topic in religious studies chosen by the student with the approval and under the direction of a faculty member with competence in the selected area.

RS 557 Philosophy of God
(3 Cr.)
This course investigates various ways in which philosophers have spoken about God. The following topics are examined: the relation between faith and reason, the existence of God, the "nature" of God, as well as various challenges to God's existence which arise from considerations of the problem of evil and of scientific knowledge.

RS 565 Introduction to Urban Ministry
(1 Cr.)
This course introduces students to the theology and practice of urban ministry. Students will examine the biblical foundations and analytical skills necessary to plan effective strategies in urban ministry. Students will assess the needs of their own professional and spiritual formation for this ministry. The course is the initial learning experience for students seeking certification in urban ministry.

RS 568 The Bible and the City
(2 Cr.)
The course explores the biblical authors' viewpoints about the city as a social and theological reality. Students also will review contemporary approaches to biblical interpretation, applying these skills to the use of the Bible in an urban pastoral setting.

RS 571 Introduction to Scripture Studies
(3 Cr.)
This course provides an overview of the contents and theological themes of both the Old and New Testaments for students preparing for work in ministry. Special attention will be given to the major critical methods employed by scholars in interpreting the biblical text. Corequisite: RS 591.

RS 572 Introduction to Church History
(3 Cr.)
This course provides a basic survey of the sweep of 2000 years of church history, focusing on select and significant persons, events, movements, and ideas (theological, cultural, social and intellectual) that have shaped the Christian tradition in its diversity today. The course will approach the dynamic character of that history (the conflicts, challenges, and creative developments) with the tools of historical critical analysis so that students will come away with a sense of both what and why things happened as they did. Corequisite: RS 592.

RS 573 Introduction to Pastoral Theology
(3 Cr.)
This is an interactive class which utilitizes the principles of adult learning. This course examines ministry as a vocation, explores the theological roots of lay and ordained ministry, outlines ministry as a leadership function, explores significant issues which influence and impact ministry, and reflects upon what it means to have a pastoral perspective in specific situations in the faith community and in society. Students will focus on resources and choose assignments pertinent to their ministry area. Corequisite: RS 593.

RS 574 Introduction to Systematic Theology
(3 Cr.)
This course focuses on an understanding of the dynamic by which the Christian community reflects in a systematic manner on its faith experience. Following the definition of theology as 'faith seeking understanding,' this course will demonstrate how the various aspects of the Christian communal faith experience blends into the formulation of the beliefs of the faith community. Corequisite: RS 594.

RS 591 Formation: Pass on the Faith
(1 Cr.)
This course is designed to help the lay ministry student communicate the faith to others of the same or of another culture either through catechesis or evangelization.

RS 592 Formation: Build a Worshipping Community
(1 Cr.)
This course is meant to help the lay ministry student gather and prepare the community for the worship of God.

RS 593 Formation: Serve in Christ's Name
(1 Cr.)
This course is designed to provide the lay ministry student with insight into: 1) the call to serve individuals and communities in the Christian tradition; 2) elements of human, spiritual and pastoral formation aligned with "Co-Workers in the Vineyard of the Lord"; and 3) basic aspects of Catholic social thought. In addition, students experience formation designed to deepen their own reflective and pastoral dispositions.

RS 594 Formation: Guide the Christian Community
(1 Cr.)
This course guides the lay ministry student to develop leadership and administrative skills.

MASTER OF SCIENCE IN SPORT MANAGEMENT

The Master of Science (M.S.) in Sport Management program is designed to prepare the student for careers in professional, collegiate, and not-for-profit athletics as well as wholesale/retail sporting goods, facility and event management, and health and fitness club management. The program can be completed in approximately two years. The program offers a wide variety of courses that focus on all aspects of management in the sport industry.

PROGRAM FORMAT
The delivery mode for this 30 credit M.S. in Sport Management program is a face-to-face classroom setting in an accelerated cohort format. Each class is a three credit offering lasting eight weeks. All classes meet one night per week from 6-10 p.m. Classes meet continuously during a 12 month period. All students are required to pass a written comprehensive portfolio that examines the material from the curriculum. The capstone SSM 549 will include three options for students: thesis, project or field experience. Students are eligible to start these options after the completion of five courses (15 credits) and attending orientation.

REQUIRED COURSES
SSM 502 Social and Historical Aspects of Sport (3 cr.)
SSM 520 Sport Ethics and Leadership (3 cr.)
SSM 510 Sport Organization and Management (3 cr.)
SSM 512 Financial Aspects of Sport (3 cr.)
SSM 536 Sport Law (3 cr.)
SSM 542 Sport Facilities Management and Design (3 cr.)
SSM 544 Sport Marketing (3 cr.)
SSM 545 Public Relations in Sport (3 cr.)
SSM 506 Contemporary Issues in Sport (3 cr.)
SSM 549 Capstone: Strategic and Tactical Approaches to Sport Management (3 cr.)

ADMISSION REQUIREMENTS
To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university.
- A cumulative grade point average of 2.75 on a 4.0 system (probationary acceptance may be granted).
- A completed application form.
- Three letters of recommendation sent directly to the Office of Graduate Admissions to include one professional, one academic, and one personal reference.
- Official transcripts from all colleges and universities attended.
- A current resume.
- A professional goals statement (maximum of two pages, double-spaced) identifying the student's qualifications and reasons for pursuing this degree.
- An interview with the Sport Science and Management Department program chair.

GRADUATION REQUIREMENTS
To qualify for graduation from this program, students must:
- Complete the master's coursework with a minimum cumulative grade point average of 3.0 with no individual course grade below a "C" and no more than one course grade below a "B-."
- Satisfactorily complete the comprehensive written and publicly presented oral portfolio.
- Satisfactorily pass the Capstone course (3 credits).
- Obtain recommendation for graduation from the program chair.
- Satisfactorily complete all program requirements within seven consecutive academic years.

COURSE DESCRIPTIONS

SSM 502 Social and Historical Aspects of Sport

(3 Cr.)

This course is designed to provide students with an overview of the major social issues involved in the world of sport. Issues impacting contemporary sport are covered, including gender inequity, race and ethnicity, youth, adolescent and adult programs, and media involvement by studying the historical development of sport.

SSM 506 Contemporary Issues in Sport

(3 Cr.)

The purpose of this course is to create an awareness and understanding of the issues prevalent in the sport business industry today while providing various perspectives and developing possible solutions.

SSM 509 Human Resource Management in Sport Organizations

(3 Cr.)

This course provides an overview of the basic functions of human resource management (manpower planning, recruitment and selection, job analysis and design, performance management and appraisal, training and development, compensation and rewards). This course analyzes the evolution of human resource management (HRM) and the development of HRM objectives and HRM policies as they relate to sport.

SSM 510 Sport Organization and Management

(3 Cr.)

The purpose of this course is to demonstrate to the prospective sport manager the importance of a basic understanding of administration theory and practice. The course helps the student understand the sport managers' positions and the environment in which they must perform in organizational structures of sport organizations, both domestic and international.

SSM 512 Financial Aspects of Sport

(3 Cr.)

At present, consumers of sport spend more than $250 billion each year. As the sport industry continues to grow, more in-depth analysis relative to the financial aspects of sport is paramount for sport managers. The purpose of this course will be directed at understanding these financial aspects and the impact they have on the collective sport industry and properties, inclusive of professional, intercollegiate, and non-profit sectors and national governing bodies. This course will examine financial management issues relevant to the business of sport including: budgets, profit and loss statements, private and public funding, principle sources of sport franchise revenue, tax incentives, the procurement process, and economic impact analysis. In addition, current financial trends such as revenue sharing and secondary market revenue streams will be key to course discussions.

SSM 520 Sport Ethics and Leadership

(3 Cr.)

This course examines the concepts relating to effective management and leadership of the sport industry. Emphasis is on principles and techniques of management relating to programs, facilities, special events and personnel. The course helps students to establish a fundamental philosophy of sport from both a personal and professional capacity. It also answers the questions: what values will drive your actions and decision making in your professional life and what type of ethical code will you adopt?

SSM 536 Sport Law

(3 Cr.)

This course is directed at understanding basic legal and regulatory concepts as they apply in the sport setting. As a practical matter, the course will aid the student in recognizing how these legal and regulatory concepts are applied in the administration and management of sport programs, governing bodies, facilities and personnel. Topics include Title IX compliance, risk management, and negligence.

SSM 542 Sport Facilities Management and Design

(3 Cr.)

This course is designed to provide learning experiences in the administrative tasks of planning, designing, managing, and operating various types of athletic facilities. Financial, legal, risk and safety issues relevant to operating facilities will be examined. In addition, management principles and concepts as they affect program selection and scheduling of sport and fitness facilities also will be examined.

SSM 544 Sport Marketing

(3 Cr.)

This course includes an in-depth study of sport marketing and the influence it has in accomplishing objectives in today's world of sport. It involves a thorough review of the product, be it a good or a service, and details bringing it to market. Topics include brand activation, advertising, promotions, location, pricing, sponsorships, licensing, market segmentation and the role of marketing research.

SSM 545 Public Relations in Sport
(3 Cr.)
This course is designed to provide the student with an understanding of the field of public relations and its role in sport management. A clear understanding of the differences among public relations and advertising, marketing, publicity and promotion is provided. The basic areas of public relations covered include media relations and community relations, providing an understanding of public relations planning.

SSM 549 Capstone: Strategic and Tactical Approaches to Sport Management
(3 Cr.)
The capstone course enables students to apply sport management knowledge to real-world sports business problems and trends while providing an in-depth analysis of the industry specifically related to sport managers. A comprehensive examination of a topic selected by the student, and approved by the instructor, serves as the core of the business report capstone project. This project encompasses the academic outcomes and concepts learned from each course in the degree program. This course promotes critical thinking and analysis skills through analytical and strategic reporting, written and oral testing and discussion.

SSM 550 Field Experience in Sport
(3 Cr.)
This course provides the student with an intensive, supervised sport management experience with a professional, intercollegiate, interscholastic, not-for-profit, or sport corporation/organization.

COLLEGE OF BUSINESS AND MANAGEMENT

COLLEGE OF BUSINESS AND MANAGEMENT

MISSION STATEMENT
Our mission is to prepare adaptive business leaders for the 21st Century shaped by a Franciscan moral worldview who balance people, planet, and profit in service to a greater good. Our graduates use their innovative, global, cross-cultural, collaborative, and critical thinking abilities to advance corporate social responsibility and sustainability.

FOCUS
The graduate degree programs offered through the College of Business and Management (CBM) operate in accordance with the Mission Statement of Cardinal Stritch University and, in doing so, subscribe to the following principles:
- CBM and its graduate programs are committed to the experienced adult learner;
- CBM programs are oriented toward career preparation and enhancement;
- CBM programs emphasize ethics and values;
- CBM programs strongly emphasize respect for students as individuals and the dignity of every person;
- CBM encourages personal attention and a commitment to student-teacher interaction;
- CBM programs emphasize top-quality instruction with faculty members who are active practitioners as well as scholars;
- CBM faculty members are committed to helping students translate knowledge into action;
- CBM emphasizes an instructional model utilizing small groups working in teams to solve problems in the workplace.

Cardinal Stritch University's business-oriented graduate programs for working adults are offered through the College of Business and Management. Like its undergraduate counterparts, the College of Business and Management master's degree programs allow working adults to advance their personal and professional educational goals while maintaining a career. Graduate degree programs offered by CBM include the Master of Science in Management (MSM) and the Master of Business Administration (MBA).

REGIONS
The College of Business and Management offers graduate programs at off-campus sites as well as at the University. Enrollment in these programs is possible at any suitable location within the states of Wisconsin and Minnesota, whenever a group of interested students can be brought together. The programs are offered in three regions: Region I with headquarters in Milwaukee, Region II with headquarters in Madison, and Region III with headquarters in Eden Prairie, Minn. Offices and telephone numbers for the three regions are:

Region I
6801 North Yates Road, Milwaukee, WI 53217
(414) 410-4422 or 1-800-347-8822, ext. 4422

Region II
8017 Excelsior Drive, Madison, WI 53717
(414) 410- 8700 or 1-800-347-8822 ext. 8700

Region III
11010 Prairie Lakes Drive, Suite 300, Eden Prairie, MN 55344-3881
(414) 410-8871 or 1-800-347-8822 ext. 8871

HOW THE PROGRAMS WORK

Whether on campus, off campus or online, instructional activities in the CBM graduate programs are typically scheduled in sequences of six- to eight-week courses, presented one weekday evening per week. Capstone courses are 12 weeks. All courses are based on a facilitative model of education in which the students assume responsibility for self-directed, lifelong learning. Information meetings, at which the overall program is explained and necessary forms are completed, are held prior to class start dates.

Designed for working adults, the CBM graduate programs combine theory with practice. Students draw upon their professional experience in classroom discussions and in small-group projects in order to integrate theoretical knowledge with the demands of the workplace. An integral part of all CBM master's programs is the capstone course in which students write a significant paper addressing an issue, problem, or concern that they face in their workplace. This culminating activity enables the student to recognize the validity and value of using learned problem-solving methods in a professional environment.

A key objective of each program is to integrate values and ethical decision-making into the process of developing competency – an essential ingredient in managing today's world of rapid economic and technological change.

WHICH PROGRAM IS MOST SUITABLE?

Students who seek the MSM degree are likely to be interested in the internal operations of an organization. The MSM curriculum has a focus on the management of people and is appropriate for managers in either for-profit or non-profit organizations. Those who wish to remain in their specialty field but who want to advance to a managerial role or enhance their managerial skills would find the MSM program suitable.

The MBA is aimed at those interested in management of a total enterprise or leadership of a major division of an organization. Students who seek the degree are more likely to be interested in the external relationships of the firm: how it operates in the larger context of business in general, and how it deals with environmental, economic, competitive, technological, regulatory and cultural factors. This program gives more emphasis to the financial aspects of organizational management and, as such, requires that applicants demonstrate appropriate levels of knowledge in the areas of economics, statistics, accounting, and finance.

ADMISSIONS PROCEDURES

In addition to the general admissions procedures detailed under Admission to Graduate Programs, the following requirements must be met by any student who applies for admission to the CBM master's degree programs:

- A bachelor's degree from a regionally-accredited college or university;
- A cumulative grade point average (GPA) of 2.5 on a 4.0 scale in all undergraduate work;
- Three years of management and/or related post-high school experience, which may include volunteer or military experience. Management experience includes planning, budgeting, organizing, staffing, leading, training, analyzing and controlling;
- Satisfactory completion of the prerequisite courses required for the program, or approved equivalents, before taking the master's level courses for which they are a prerequisite.

Good standing (Full Acceptance): Applicants who meet or exceed the University and College of Business and Management admission requirements are admitted to the University in good standing, without conditions or stipulations.

Provisional: Students who have completed all admission requirements but whose official current transcripts (less than one year old) from all other schools attended have not yet been received may be admitted provisionally. Students are allowed to remain in a provisional admission status for up to 4 credits. Provisional students would be responsible for tuition. During the first course for which the student is registered, the student's admission file will be checked. If it is complete and all requirements are met, the student will receive notice of acceptance or denial.

If the file is not complete after the student has completed four credits, or if the evaluation shows deficiencies, the student will be allowed to complete the current course, and the coursework will be graded, but the student will be withdrawn from the program and the student's provisional admission status would be rescinded. The student would pay tuition for the course. The student would be eligible to receive an official transcript after all tuition and fees have been paid. When the file is complete and the deficiencies have been made up, the student is granted admission as a degree seeking student.

Conditional: Students applying for a master's program with a GPA below 2.5 may be admitted on probation.

Students who have been suspended or dismissed from another college will not be considered for admission until the period of suspension has expired and facts relating to the dismissal or suspension are provided.

Prospective students whose final academic status was probationary at the college last attended are placed on probation for the first four courses in their program (excluding remedial and developmental courses, but including prerequisite courses) and are subject to all policies of probation at the University.

Graduate students not meeting their conditional admission requirement will be dismissed from the University and will be sent a letter of dismissal from the University by the Vice President for Academic Affairs and may not be allowed to continue in the program. Students may submit an appeal to the Vice President for Academic Affairs no later than 30 days after the letter of dismissal has been mailed. For graduate students on conditional admission, completion of nine graduate credits with a "B" or better in each course (as required in the letter of acceptance) will give the student full acceptance and eligibility for continuation in the program.

Graduate students admitted conditionally who are given a grade of Incomplete in one of their probationary courses may not proceed to subsequent courses until they have removed the Incomplete. If they have already begun their next course before

receiving the Incomplete grade, they may complete that course, but may take no other courses until the Incomplete grade is removed.

Evaluating Students Who Delay Starting Their Program
Once students have been admitted to the University, permission to enroll in the College of Business and Management will be in effect for one year. During that time, students may enroll in the program to which they have been admitted without submitting new transcripts or admission materials to the University, unless they have attempted additional coursework for credit at another institution since they were admitted to the program. However, if the admission takes place prior to the beginning of the academic year on August 1, and enrollment is delayed until after August 1 and there have been changes in the academic requirements for the program, the transcripts will be reevaluated by the University Assessor and a new advising worksheet will be completed. Students are responsible for notifying the University regarding any additional college coursework attempted since the original application. If additional coursework has been attempted, the transcripts will be reevaluated.

Orientation
Orientation is the first official night of the program and is required. Orientation is a critical first encounter with the cohort and is designed to acquaint students with Cardinal Stritch University, the College of Business and Management and its resources. Students are held responsible for knowing and being familiar with the information.

Prerequisites
Students may meet a prerequisite course requirement by completing one of the following options:
- Successfully completing (with a grade of "C" or better) a course from a regionally accredited institution. The course must have been completed within ten years prior to the start of the course for which it is a prerequisite. The course must be judged by the College as equivalent to the prerequisite course offered by the College.
- Taking the College of Business and Management undergraduate-level prerequisite course and passing it with a grade of "C-" or better for undergraduate programs. The prerequisite courses are scheduled within the program course sequence. Students must achieve the required grade before beginning the course for which it is a prerequisite.
  - a. Students earn 3 undergraduate credits for each prerequisite taken.
  - b. Tuition is based on the current undergraduate rate per credit.
  - c. Tuition payment and the Educational Resources Fee are due prior to the start of the course.

Note: Students who have not met the prerequisite requirements prior to entering their program, as determined by the College Assessor, will be automatically registered for the prerequisite course within their College program. Students who have made other arrangements for completing these requirements must contact the regional office in writing.
- Taking the College prerequisite Challenge Exam and passing it with a score of 75% or better.

MBA
Undergraduate Statistics
Undergraduate Microeconomics
Undergraduate Financial or Managerial Accounting
Undergraduate Finance

MSM
Undergraduate Statistics
Undergraduate Economics

Individuals who seek admission to a CBM master's degree program should contact the CBM office in the appropriate Region.

FINANCIAL INFORMATION
Information on tuition and payment procedures can be obtained from the appropriate Regional CBM Office, and tuition refund policies (in the case of withdrawal) are defined in the CBM Student Handbook. The amounts vary according to the program. Information on financial aid can be obtained from the Financial Aid Office at Cardinal Stritch University in Milwaukee. Students should also check with their employers, as many organizations offer tuition reimbursement programs as an employee benefit.

TIME LIMIT
All graduate credits applied to a College of Business and Management master's degree must have been earned within seven years prior to the time of graduation. The seven years start with the date of the first class counted toward the degree, NOT from the date of completion of the last class. Credits on a student's record earned more than seven years prior to the master's graduation date will not be accepted toward the master's degrees without the permission of the Graduate Academic Standards

Committee. Students who have not been enrolled at the University for six months or more must reapply to the University and to the program.

TRANSFER CREDITS

Because of the specialized nature of the master's programs, only one degree-related graduate-level course of three semester credits will be accepted from another regionally-accredited college or university in transfer. Only courses with grades of B or better will be considered.

For the graduate degree programs, only graduate courses that had a significant computer application as part of the course will be considered for transfer. There is no credit for prior learning (CPL) option available at the graduate level.

All credits applying towards a graduate degree must have been earned within the seven (7) years prior to the awarding of the graduate degree.

GRADING SYSTEM/ PERFORMANCE REQUIREMENTS

CBM uses the quality point system defined by the University. Performance requirements are as follows:

Graduate students enrolled in a CBM master's degree program are required to maintain a cumulative grade point average (GPA) of 3.0.

If a student's GPA falls below 3.0, he/she will be considered on "academic probation" and must re-establish a GPA of 3.0 within the next six graduate credits or face dismissal.

No course grade lower than a "C" will be accepted for credit in a CBM graduate-level course. If a grade of "C-" or lower is earned, the student is required to retake the course and repay the required tuition fee. The student must contact his/her Academic Counselor to make arrangements to retake the course in a timely manner. Receipt of two grades of "C-" or lower will be judged as cause for dismissal from the program. Each course may be repeated only once, unless it is appealed to the Regional Associate Dean.

PROGRAM REQUIREMENTS

In order to receive a master's degree in the College of Business and Management, the following requirements must be met:
- All graduate coursework at Cardinal Stritch University has been completed with a cumulative GPA of 3.0 (4.0 scale) or better;
- Cardinal Stritch University coursework has been completed with no grade lower than a "C" counted toward the degree;
- All financial obligations to the University have been met;
- 34 credits earned in the MSM degree program or 40 credits in the MBA degree program;
- Faculty recommendation for graduation;
- All graduate credits applied to the degree must have been completed within seven (7) years of the time of graduation;
- All ethics courses in graduate degree programs must be taken at the College of Business and Management.
- Application for graduation must be submitted by March 1 for May graduation, by Aug. 15 for August graduation, and by Oct. 1 for December graduation. Formal commencement ceremonies are held in May and in December. Minnesota Region candidates attend commencement ceremonies in Minnesota in June.

See Graduation Information section of the catalog for more requirements.

MASTER OF BUSINESS ADMINISTRATION

Through a mix of qualitative and quantitative courses, the MBA degree prepares students to be critical thinkers and effective leaders in their organizations. Classes are taught by practitioners who are experts in their fields and who facilitate learning using a blend of theory and application to typical business challenges and opportunities. Using active learning techniques with a minimum of lecture, faculty have students work in small and large groups to discuss contemporary and classic case studies and to develop solutions to issues found in the actual business world. The MBA degree is relevant to all types of industries - manufacturing or service, for-profit or not-for-profit, public or private.

The hallmark of an MBA degree from Cardinal Stritch University is the ability to be an effective team member and team leader, a skilled communicator, and ethical decision-maker. These are accomplished in the following ways:

- The teams formed in each course promote recognition of diverse backgrounds and opinions and serve as a support system that benefits the entire educational experience.
- Students learn how to explain their recommendations and conclusions about a given issue with effective written and oral reports, while integrating theories and techniques from prior coursework.
- Students apply ethical components to each subject area whether it is statistics, economics, finance, or human resource strategies.

The MBA degree program in the College of Business and Management is accredited by the Accreditation Council for Collegiate Business Schools and Programs (ACBSP), a specialized business program recognition whose standards are based on the Malcolm Baldridge Quality Program Criteria. A student who graduates with an MBA degree from Cardinal Stritch University will have the proficiencies and confidence needed to advance their careers and assume the duties of middle-and upper-level managers and become successful business leaders.

PROGRAM CURRICULUM
Master of Business Administration (MBA)
CMB 502 Managing and Leading a Dynamic Enterprise (4 cr., 8 weeks)
CMB 620 Ethics and Social Responsibility for Business Leaders (3 cr., 7 weeks)
ADM 321 Statistics I (prerequisite) (3 cr., 6 weeks)
CMB 526 Statistical Methods II (3 cr., 8 weeks)
ADM 341 Microeconomics (prerequisite) (3 cr., 5 weeks)
CMB 507 Advanced Managerial Economics (3 cr., 8 weeks)
CMB 508 Advanced Marketing Management (3 cr., 6 weeks)
ASB 205 Financial Accounting (prerequisite) (3 cr., 6 weeks)
CMB 509 Advanced Managerial Accounting (3 cr., 8 weeks)
CMB 525 Operations Management (3 cr., 7 weeks)
ADM 406 Managerial Finance (prerequisite) (3 cr., 5 weeks)
CMB 513 Advanced Managerial Finance (3 cr., 8 weeks)
CMB 630 Legal Issues for Managers (3 cr., 6 weeks)
CMB 533 Human Resource Strategies (3 cr., 6 weeks)
CMB 634 Managing Organizational Change (3 cr., 6 weeks)
CMB 636 Advanced Management of Information Technology (3 cr., 6 weeks)
CMB 639 Capstone: Advanced Business Policy and Strategy (3 cr., 12 weeks)

COURSE DESCRIPTIONS
ADM 321 Statistics I
(3 Cr.)
This course introduces students to a variety of data analysis techniques used in planning, decision making, problem solving, and process control functions common in the business world. The course develops the critical-thinking skills needed to identify and interpret statistical reasoning that supports the interpretation of data and emphasizes the meaning and use of statistical information. Prerequisite: ASB 151 or equivalent.

ADM 341 Microeconomics
(3 Cr.)
This course provides students with a basic introduction to and foundation for the methods of economic thinking and, specifically, microeconomics as applied to individuals and individual organizations within the economy. It leads students to consider how and why

individuals and societies choose to use the resources available to them and the results of those choices. Prerequisite: ASB 151 or equivalent.

ADM 406 Managerial Finance
(3 Cr.)
In this course, students use spreadsheet applications and learn the latest financial management techniques to optimize the wealth of a business. The course provides a foundation by addressing such topics as the role of finance, the mathematics of finance, and the theories of how to value a business. The course also covers the management of accounts receivable and inventories, financing long-term assets, issuing stocks and bonds, and the constraints of taxes and regulations. Prerequisite: ADM 335, ASB 151 or equivalent.

ASB 205 Accounting I: Financial Accounting
(3 Cr.)
This course is an overview of the accounting process, presenting the nature of accounting information and how it is used in managerial decision making. It focuses on basic accounting knowledge and the relationships among balance sheets, income statements, statements of cash flow, and statements of retained earnings. Prerequisite: ASB 151 or equivalent.

CMB 502 Managing and Leading a Dynamic Enterprise
(4 Cr.)
Students in this course learn to apply the foundations of management theory and practice to the functions and duties of an executive manager. Focused on major business issues, this course teaches students how various strategies can be analyzed and applied to solve contemporary business challenges. The course also provides an opportunity for students to complete a joint community service project.

CMB 504 Legal and Ethical Issues for Managers
(3 Cr.)
This course provides a dual, yet equally important, focus of study. The legal and ethical aspects of the business decision making process are examined in the context of various forms of business organizations, while the course takes a practical approach to real-life ethical dilemmas through case study and policy resolution. Concepts of "rights" are constantly weighed against corresponding "responsibilities" in all content areas.

CMB 507 Advanced Managerial Economics
(3 Cr.)
This course blends the concepts and theories learned in undergraduate microeconomics with the tools of statistics to provide a more analytical understanding of current and future organizational goals. In their quest to maximize profits, managers must make choices subject to constraints and opportunities emanating from within the firm and from the external environment. This course helps managers ascertain what data inputs are needed, where to find them, and what to do with them in order to build a competitive business strategy. Prerequisite: ADM 341 or equivalent.

CMB 508 Advanced Marketing Management
(3 Cr.)
This course is a study of marketing from a strategic management perspective. Emphasis is placed on developing the overall marketing strategy of a firm. The focus is a higher level evaluation of strategy based on current marketing challenges, including rapid advancements in technology, the global marketplace, and ethics and social responsibility.

CMB 509 Advanced Managerial Accounting
(3 Cr.)
This course involves the analysis, use, and design of internal accounting systems. Students will learn how these systems are used for decision making, control, and motivating people in organizations. Prerequisite: ASB 205 or equivalent.

CMB 510 Human Relations and Organizational Behavior
(3 Cr.)
This course focuses on organizational conflicts that impede management effectiveness and explores solutions to these problems. It examines classical and contemporary organizational theories as background for the applied management material.

In addition, this course utilizes material that builds analytic skills for diagnosing and responding to events generated in the workplace. It focuses on the structure and design of the organization, on normal human behavior (individual and group), and on the interplay between these two phenomena and the work environment. Through student experiences and hands-on exercises, the course also emphasizes building intervention skills that utilize fact-based decision making versus a more intuitive managerial style.

CMB 511 Quantitative Analysis for Management

(3 Cr.)

In this course, students will learn the quantitative techniques needed to process data into information. By using these quantitative techniques together with qualitative factors, students can develop and test solutions and analyze the results in order to facilitate management decision making and problem solving.

CMB 513 Advanced Managerial Finance

(3 Cr.)

This course presents financial concepts and principles necessary for the financial planning, control, and analysis of business organizations from a management perspective. Included as areas of concentration within this course are determinants of valuation, financial analysis and forecasting, capital investment decisions, capital cost and structure, the management of funding sources and working capital, and contemporary issues in financial management. Prerequisite: ADM 406 or equivalent.

CMB 525 Operations Management

(3 Cr.)

This course provides an introduction to the field of operations and production management from a strategic and global perspective. It covers the principles, concepts, and techniques of production/operations management as they relate to the entire company. The course stresses the importance of achieving a strategic balance between the conflicting interests of individual corporation functions and demonstrates how to make decisions in the area of operations management.

CMB 526 Statistical Methods II

(3 Cr.)

The purpose of this course is to develop the students' understanding of the use of statistics and research methods for business applications. The focus is on the collection, analysis, interpretation and reporting of data for management decisions. Concepts covered include probability distributions and hypothesis testing, regression, and forecasting using Excel software. Prerequisite: ADM 321 or equivalent.

CMB 533 Human Resource Strategies

(3 Cr.)

This course focuses on basic human resource methods and links them to a firm's business strategy. By reviewing practical examples, students learn about assessing an organization and designing integrated staffing, development, and reward practices.

CMB 544 Global Business Policy and Strategy

(3 Cr.)

This course illustrates the development, implementation and reformulation of global business strategy. It stresses the need for, awareness of, and accommodation to changes in a company's internal and external environments and covers generic types of business strategies and techniques for analyzing global initiatives and operations. Students will complete a capstone paper that incorporates concepts from this course and previous courses and analyzes a problem or opportunity found in the workplace. Students will defend their research during an oral presentation that also provides an overview of the capstone paper. Prerequisite: Completion of all other MBA course work.

CMB 620 Ethics and Social Responsibility for Business Leaders

(3 Cr.)

Students learn how organizational initiatives can ensure greater accountability when dealing with financial, cultural, environmental, managerial, operational, and social issues which impact organizational decisions and stakeholders. Students will apply the Franciscan values, moral philosophies, and other ethical principles to typical issues that confront contemporary leaders.

CMB 621 International Financial Management

(3 Cr.)

In this course, students explore financial challenges and learn the tools and techniques needed to make sound financial decisions when conducting business in a global market. Also covered is the unique financial management challenges organizations face when operating internationally.

CMB 622 Cultural Environment of Global Business

(3 Cr.)

This course is an overview of the interrelationships among the political, geographical, cultural, religious and ethical practices around the world and the effect they have on globalization in contemporary business. Students learn how and why distinguishing features of culture and communication have an effect on international business strategies.

CMB 624 Global Human Resource Management
(3 Cr.)
This course covers the unique feature of managing human resources in international enterprises. Students will examine the challenges of recruitment, selection, training, and managing performance in an international setting.

CMB 625 International Business Law
(3 Cr.)
Because there is no one legal authority in international business law and laws differ from country to country and region to region, business managers and leaders need to know how to apply international business law principles to their decision making. Influences of the growing global economy today require knowledge of international contracts, liability, import and export laws, GATT Law and NAFTA. Students will use case studies to examine court decisions that involve international business practices.

CMB 626 International Economics
(3 Cr.)
This course covers the micro- and macro-economic theories that shape the production, distribution, and use of goods and services in the multi-national arena. Topics include international trade, investments, and relationships between domestic and global economic policies.

CMB 630 Legal Issues for Managers
(3 Cr.)
All manner of business transactions have legal considerations and/or ramifications. In this course, students learn about the relevant areas of law that apply to functional areas of business such as corporate management, financial considerations, and labor-management relations. By being aware of the legal implications, business managers and leaders are able to make informed and legally sound decisions and implement the best practices to achieve organizational objectives.

CMB 634 Managing Organizational Behavior
(3 Cr.)
This course focuses on behavioral and organizational change in business environments. Students will learn about adaptive leadership approaches to organizational change at the individual, group, and organization levels. Through in-depth analysis, this course provides a framework for understanding the dynamics and challenges of change in an organization. Students will gain knowledge and skills about successful techniques for creating, leading, and managing sustainable change in an organization.

CMB 636 Advanced Management of Information Technology
(3 Cr.)
This course provides an enterprise view of the organizational impact of Information Technology (IT). It describes how IT is affecting organizations through exploring and evaluating effective methods that define IT policies and strategies.

CMB 639 Capstone: Advanced Business Policy and Strategy
(3 Cr.)
This course illustrates the development, implementation and reformulation of global business strategy. It stresses the need for, awareness of, and accommodation to changes in a company's internal and external environments and covers generic types of business strategies and techniques for analyzing global initiatives and operations. Students will complete a Capstone Paper that incorporates concepts from this course and previous courses and analyzes a problem or opportunity found in the workplace. Students will defend their research during an oral presentation that also provides an overview of the Capstone Paper.

CMB 640 Legal, Ethical and Regulatory Issues for Healthcare Administrators
(3 Cr.)
This course provides an overview of the American Legal system with a focus on health care providers as legal entities. It includes government regulations as they apply to health care services. Contemporary topics discussed are the legal and ethical obligations to provide services and care, medical malpractice, HIPAA privacy rules, Medicare and Medicaid, regulatory issues related to government payment programs, and third-party payer impact.

CMB 642 Managing Human Resources in Healthcare
(3 Cr.)
In this course, students learn about managing one of the most essential assets in a healthcare organization, its human resources. The course covers typical human resources functions such as recruitment, retention, benefits, workforce planning, performance management, and compensation, as well as issues, trends and challenges that affect the healthcare industry both today and in the future.

CMB 644 Healthcare Information Management
(3 Cr.)
Managing information is crucial to most organizations, but especially necessary when monitoring a healthcare organization's success in clinical effectiveness and financial performance. Because the delivery of healthcare is so complex, the management of its information must be a priority in order to improve patient outcomes and the financial and strategic success of the organization. In this course, students will learn about strategies, applications, and ethics of health information management, as well as trends in technology and security of information.

CMB 646 Quality, Safety, and Outcomes Management in Healthcare
(3 Cr.)
This course covers quality management principles and theories and applies them to the healthcare environment. Focusing on managing healthcare quality, safety, and outcomes, the course emphasizes the use of tools and techniques to manage and lead quality improvements and drive successful clinical outcomes.

CMB 649 Capstone: Health Care Strategy
(4 Cr.)
Providing the integrative experience of the healthcare management area of concentration, this course focuses on the programs, practices, and strategies used by leaders and managers of successful healthcare organizations. Healthcare leaders and managers must constantly evaluate the range of both internal and external issues in order to identify the best opportunities for their healthcare organizations. This is even more important as the healthcare field undergoes rapid and radical changes. During this course, students will select and investigate a significant issue found in the healthcare industry and use the skills and competencies acquired during the entire degree program to formulate a Capstone Strategic Plan to meet the internal and external challenges and opportunities faced in this changing environment.

CMB 659 Capstone: Global Business Policy and Strategy
(3 Cr.)
This course illustrates the development, implementation, and reformulation of global business strategy. It stresses the need for, awareness of, and accommodation to changes in a company's internal and external environment and covers generic types of business strategies and techniques for analyzing global initiatives and operations. Students will complete a Capstone Paper that incorporates concepts from this course and previous courses and analyzes a problem or opportunity found in the workplace. Students will defend their research during an oral presentation that also provides an overview of the Capstone Paper.

MASTER OF SCIENCE IN MANAGEMENT

The Master of Science in Management (MSM) is a 34-credit degree program that is built on the emerging field of the development of organizations. Students explore in depth the functions of management while focusing on the use of effective leadership skills to achieve organizational objectives. Dealing with individual and group behaviors within an organization, the core curriculum emphasizes the use of management and leadership skills to increase productivity and quality while supporting organizational growth and change. A major component of the MSM degree program is the application of ethical decision making and the exploration of the social responsibilities that students may encounter as managers. Each MSM cohort plans, completes, and reflects on a Community Service Project during its first course.

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP), whose standards are based on the Baldridge National Quality Program criteria, the program teaches students to use accounting and financial reports as well as information technology to manage effectively and efficiently. Applied case studies enable students to think critically and creatively about implementing management strategies in an ever-changing environment. Individual and team projects engage students in problem-solving and decision making while developing innovative solutions to entrepreneurial opportunities for competitive advantage and organizational success. In the final course, students integrate concepts learned throughout the MSM degree program and apply analytical techniques to address the challenges and opportunities faced by organizations in an environment of constant change.

Students who graduate from the MSM degree program are well positioned to lead and support an organization's vision for growth, change, and increased competitive advantage.

PROGRAM CURRICULUM
MGT 505 Advanced Management and Leadership (4 cr., 8 weeks)
MGT 532 Advanced Human Resource Management (3 cr., 7 weeks)
MGT 535 Advanced Organizational Behavior (3 cr., 7 weeks)
MGT 534 Managing and Motivating Teams (3 cr., 6 weeks)
ADM 321 Statistics I (prerequisite) (3 cr., 6 weeks)
MGT 528 Statistical Analysis for Managers (3 cr., 8 weeks)
MGT 574 Ethical Issues and Social Responsibility (3 cr., 6 weeks)
ASB 115 Introduction to Economics (prerequisite) (3 cr., 5 weeks)
MGT 562 Accounting and Finance for Non-Financial Managers (3 cr., 8 weeks)
MGT 540 Managing Technology for Organizations (3 cr., 6 weeks)
MGT 545 Managing Change (3 cr., 6 weeks)
MGT 547 Intrapreneurship (3 cr., 6 weeks)
MGT 584 Capstone: Strategic Management for Organizations (3 cr., 12 weeks)

COURSE DESCRIPTIONS
ADM 321 Statistics I
(3 Cr.)
This course introduces students to a variety of data analysis techniques used in planning, decision making, problem solving, and process control functions common in the business world. The course develops the critical-thinking skills needed to identify and interpret statistical reasoning that supports the interpretation of data and emphasizes the meaning and use of statistical information. Prerequisite: ASB 151 or equivalent.

ASB 115 Introduction to Economics
(3 Cr.)
This course provides students with an introductory overview of both micro- and macroeconomics. It provides the framework of economics, with emphasis on concepts that directly relate to contemporary experience, ranging from opportunity costs to inflation, and emphasizes the use of problem solving to actively understand concepts. Prerequisite: ASB 151 or equivalent.

MGT 505 Advanced Management and Leadership
(4 Cr.)
Students explore in depth the basic management functions of planning, organizing, leading, and controlling, as well as the competencies associated with successful management such as teamwork, global awareness, planning and administration, and communication. In addition, they learn how effective leadership can promote the achievement of organizational objectives. Students also complete a community service project as part of this course.

MGT 528 Statistical Analysis for Managers
(3 Cr.)
The emphasis in this course is on statistical and research methods as they apply to management problems and decisions. Students will learn statistical tools and how to use and analyze appropriate data to promote quality effectiveness. Prerequisite: ADM 321 or equivalent.

MGT 532 Advanced Human Resource Management
(3 Cr.)
This course presents a systematic framework for understanding the human resource management functions within an organization. The students will get an overview of human resource management and examine how its functions relate to improving productivity and quality in order to meet organizational objectives and competitive challenges.

MGT 534 Managing and Motivating Teams
(3 Cr.)
In this course, students learn about team dynamics and how to manage and motivate teams and team members. Students learn how interpersonal, management, and conflict resolution skills are beneficial to solving problems, making decisions, and completing projects.

MGT 535 Advanced Organizational Behavior
(3 Cr.)
This course deals with individual and group behaviors within an organization. It focuses on challenging employees to exceed performance goals while remaining committed to core values of the organization. The course covers the theoretical approach to organizational behavior and also the application of these concepts to real-world situations.

MGT 540 Managing Technology for Organizations
(3 Cr.)
This course enables students to develop the skills and concepts needed to achieve organizational goals using the management of technology and the information it generates. The course focuses on how information technology enables organizations to operate in more effective and efficient ways.

MGT 545 Managing Change
(3 Cr.)
Drawing from the areas of organizational behavior and management, this course focuses on the manager's role in effecting change within an organization. Through the study of cases of successful organizational change, students will learn the tools and techniques in order to manage in a changing environment.

MGT 547 Intrapreneurship
(3 Cr.)
This course focuses on creative problem solving and decision making to achieve value for an organization's stakeholders. It covers the approaches, guidelines, and skills needed to identify and develop intrapreneurial opportunities for competitive advantage and organizational success.

MGT 562 Accounting and Finance for Non-Financial Managers
(3 Cr.)
In this course, students will examine the language and concepts of accounting and finance so that, as non-financial managers, they can communicate more effectively with the fiscal personnel in an organization. Students will study key accounting and financial principles in order to analyze and manage costs and profits. Budgets, as management planning and control tools, also are discussed.

MGT 574 Ethical Issues and Social Responsibility
(3 Cr.)
In this course, students learn about the ethical and social responsibilities necessary for managing in today's environment. By examining ethical and social issues that they encounter as managers, students learn to identify common patterns of success and failure related to the ethical and social behaviors of organizations.

MGT 584 Capstone: Strategic Management for Organizations
(3 Cr.)
Corporate and organizational leaders design strategic organizational management processes to deal effectively with change. Using case analysis, SWOT analysis and policy analysis and design, students will investigate how these processes promote ideal organizational positioning in a world of change. Based on the formulation of mission and vision statements, students will examine the impact of organizational culture and strategic planning and management to determine how these elements affect the achievement of the organization's strategic objectives. In addition, students will investigate a problem in the workplace and apply techniques and

methodologies learned in previous course work to investigate possible solutions. The students will present their research, analysis, and recommendations in the form of a significant paper and oral defense. Prerequisite: Completion of all other MSM course work.

COLLEGE OF EDUCATION AND LEADERSHIP

COLLEGE OF EDUCATION AND LEADERSHIP

The College of Education and Leadership is comprised of three schools: the School of Education, the School of Leadership, and the School of Urban Initiatives.

The following master's-level programs are part of the School of Education: Master of Arts in Teaching; Master of Arts in Inclusive Education; Master of Arts in Language and Literacy; Master of Arts in Literacy and Learning Disabilities; Master of Arts in Literacy and English as a Second Language; Master of Arts in Special Education; Master of Education in Instructional Technology; Master of Education in Teaching, Learning and Leadership; Master of Science in Instructional Technology; and Doctorate in Language and Literacy.

The following master's-level programs are part of the School of Leadership: Master of Science in Educational Leadership; Doctorate in Leadership for the Advancement of Learning and Service; and Doctorate in Leadership for the Advancement of Learning and Service in Higher Education. Students may pursue Ed.D. or Ph.D. degrees in either of the two doctoral programs.

The following master's-level programs are part of the School of Urban Initiatives: Master of Arts in Urban Education; and Master of Arts in Urban Special Education.

MISSION STATEMENT
Our mission is to transform lives and communities by preparing leaders for learning and service.

VISION
Our vision is to collaboratively create, implement, sustain and support exemplary models and practices in education and leadership that serve and empower local, state, regional, national, and international communities.

CONCEPTUAL FRAMEWORK
The College of Education and Leadership is devoted to bridging knowledge, practice, and service, for the transformation of lives and communities.

FOCUS
The College of Education and Leadership is an innovative and compassionate community devoted to bridging knowledge, practice, and service. For each degree program, program outcomes and candidate performance indicators delineate the knowledge, skills and dispositions to be developed in candidates for graduate degrees and/or advanced certification. As a unit, the College of Education and Leadership is committed to effectively preparing candidates to meet the following standards of behavior:

TEACHERS
Teachers know the subjects they are teaching.
Wisconsin Teacher Standard One – The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Teachers know how children grow and can provide appropriate instruction.
Wisconsin Teacher Standard Two – The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Teachers understand that children learn differently and can meet their diverse needs.
Wisconsin Teacher Standard Three – The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

Teachers know how to teach and use a variety of strategies including technology.
Wisconsin Teacher Standard Four – The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

Teachers know how to manage a classroom.
Wisconsin Teacher Standard Five – The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Teachers communicate well.
Wisconsin Teacher Standard Six – The teacher uses knowledge of effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Teachers plan different kinds of lessons.
Wisconsin Teacher Standard Seven – The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Teachers know how to assess student progress.
Wisconsin Teacher Standard Eight – The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Teachers evaluate their effectiveness and seek opportunities to grow professionally.
Wisconsin Teacher Standard Nine – The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

Teachers are connected with other teachers and the community and behave in a professional manner.
Wisconsin Teacher Standard Ten – The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

ADMINISTRATORS
Administrators are competent in the ten teacher standards.
Wisconsin Administrator Standard One – The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.

Administrators implement a vision of learning that is shared by the school community.
Wisconsin Administrator Standard Two – The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

Administrators nurture a school culture and instructional program that promotes student learning and staff professional growth.
Wisconsin Administrator Standard Three – The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Administrators maintain a safe, efficient and effective learning environment.
Wisconsin Administrator Standard Four – The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

 Administrators collaborate with families and community members.
Wisconsin Administrator Standard Five – The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Administrators act in a professional and ethical manner.
Wisconsin Administrator Six – The administrator acts with integrity, fairness, and in an ethical manner.

Administrators respond to all contexts that affect schooling.
Wisconsin Administrator Seven – The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

21ST CENTURY STUDENT OUTCOMES
Core Subjects and 21st Century Themes
This outcome relates to global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.

Learning and Innovation Skills
This outcome focuses on thinking creativity and innovation; critical thinking and problem solving; and communication and collaboration,

Information, Media, and Technology Skills
This outcome centers around the ideas of information literacy; media literacy; and Information, Communications, and Technology literacy.

Life and Career Skills
This outcome relates to flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; and leadership and responsibility.

The College of Education and Leadership also uses the Early Learning, INTASC, ISLLC, Core Content, NBPST, IRA, ITLS, and Leadership standards in its programs.

TEACHER CANDIDATE BACKGROUND CHECKS
1. The College of Education and Leadership requires students in initial certification teacher preparation programs to undergo a criminal background check. The checks are done previous to experiences in the field in P-12 schools to ensure protection to our partner schools and pupils.
2. The criminal background checks need to be completed prior to the start of the candidate's first field experience course and again before the student teaching semester.
3. A complete background check as prescribed under Wisconsin's law includes:
    * A completed self-disclosure Background Information Disclosure Form;
    * An electronic criminal history search from the Department of Justice Crime Information Bureau
4. If the criminal background check should show a criminal background, the candidate is informed that this may prevent him/her from placement in P-12 school environments and affect his/her completing clinical course requirements and eligibility for licensure.
5. Districts or schools which request information on the results of the background check are provided with a summary of the candidate's history so that they may decide whether to pursue additional background checks.

DEGREE REQUIREMENTS
Completion requirements for different programs in the College of Education and Leadership vary across programs and are stated in the sections of the catalog that describe each specific program. All graduate programs require a research component and submission of a portfolio. Some programs also require a comprehensive examination.

APPLY FOR GRADUATION
Students anticipating completion of all of the requirements for a master's degree must file an application for graduation even if they are not participating in the ceremony.

Deadlines are March 1 for May graduation, Oct. 1 for December graduation, and Aug. 15 for August graduation. Formal commencement exercises are held in May and December.

PRACTICUM AND RESEARCH OPPORTUNITIES:
Education graduate students at Stritch may gain valuable hands-on experience by taking advantage of practicum and research opportunities in the following places.

The Literacy Centers provide facilities specifically designed for graduate education and research. Graduate students have the opportunity to work with elementary, middle and high school students who are receiving reading, writing and study skills help at the Centers.

The St. Francis Children's Center, located at the northwest corner of the Milwaukee campus, is a state-of-the-art facility serving children with and without developmental and learning problems from birth to adolescence. Here, unique opportunities are offered to education, special education, and psychology students for observation, participation and research projects in the Center's Integrated Early Childhood Programs and the alternative academic level classrooms.

St. Coletta of Wisconsin (Jefferson, Wis.) offers practica in adult services for persons with cognitive disability. Other special schools and community agencies in metropolitan Milwaukee are also available to graduate students for practicum experiences.

The Leadership Center is housed within the School of Leadership and was established to nurture and enhance leadership in the educational, political, charitable and corporate sectors through the use of non-traditional, customizable programs as well as workshops, conferences and speaking sessions.

The Academy for Teaching Excellence is designed to provide quality graduate-level, professional development programming and services, designed to assist school district and organization strategic planning initiatives. The Academy provides direct access to the knowledge, expertise, and research of the faculty and staff in the College of Education and Leadership.

2009-2010 HIGHER EDUCATION ACT TITLE II

Students in the regular teacher-preparation program
• Stritch had 458 students in teacher preparation, including all areas of specialization.

Supervised student teaching
• 332 (in the regular program and any alternative-route programs) were in a supervised clinical teaching program.

Supervising faculty
Supervising faculty includes all persons with faculty status who were assigned by the teacher-preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher-preparation program. Stritch had 4, plus other part-time adjunct faculty.

Hours of preparation
• On average, 40 hours per week of student participation in supervised student teaching was required.
• The total number of weeks of supervised student teaching required was 18.
• The total number of hours required was 720 hours.

State approval and accreditation of teacher preparation programs
• Stritch's teacher preparation program is accredited by the State of Wisconsin.
• It is NOT under a designation as "low-performing" by the state (as per section 208(a) of the HEA of 1998)

INSTITUTIONAL REPORT

Office of Postsecondary Education
U.S. Department of Education
Academic year: 2009-2010

The mission of the College of Education and Leadership is to transform lives and communities by preparing leaders for learning and service.

All teacher education programs (initial, extended, undergraduate and graduate) are closely tied to the 10 Wisconsin Teacher Standards. Programs are united by the following conceptual framework: The College of Education and Leadership is devoted to bridging learning, practice and service. Each program in the College of Education and Leadership is driven by program outcomes, measurable performance indicators, and assessment criteria. The performance indicators clearly specify what students should be able to know and do after completion of a course or program. The College of Education and Leadership emphasizes performance as a teacher as opposed to performance as a university student.

The College is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Wisconsin Department of Public Instruction.

DIRECTOR OF SPECIAL EDUCATION AND PUPIL SERVICES

The Director of Special Education and Pupil Services certification program is available to graduates of the Master of Science (M.S.) in Educational Leadership program and other graduate programs offering administrator licensure, and leads to Wisconsin certification as Director of Special Education and Pupil Services. The program is an eight credit strand with courses in special education law, special education instructional leadership, and special education and pupil services program administration. By adding these eight credits, by affiliating students with special education administrators as practicum supervisors, and by constructing applied special education/pupil services leadership experiences, students will be equipped with the knowledge, skills, and dispositions to serve as Directors of Special Education and Pupil Services. The program is aligned with the Wisconsin Administrator Standards and the Director of Special Education and Pupil Services Content Standards.

ADMISSION REQUIREMENTS
To qualify for admission to this program, students must have:
- Earned a master's degree and qualify for administrator licensure in the State of Wisconsin.
- Two Attitude and Disposition Questionnaires completed by references (waived for Stritch M.S. in Educational Leadership graduates).
- A personal essay that is a maximum one-page, double-spaced statement addressing the student's leadership philosophy and reasons for seeking admission to the program (waived for Stritch M.S. in Educational Leadership graduates).

REQUIREMENTS
EDU 595 Legal Aspects of Pupil Services and Special Education (2 cr.)
EDU 596 Meeting the Needs of Diverse Learners (2 cr.)
EDU 597 Leadership and Administration of Pupil Services and Special Education (3 cr.)

PROGRAM COMPLETION REQUIREMENTS
To qualify for this additional certification students must:
- Complete required coursework with a minimum cumulative grade point average of 3.0 with no individual course or applied grades below a "C."
- Satisfactorily complete a Leadership Portfolio aligned with the Wisconsin Administrator Standards.
- Satisfactorily complete a 30 hour practicum.

MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP

The Master of Science (M.S.) in Educational Leadership program is designed for educators who seek to develop their capacity to serve in formal or informal leadership roles in schools. The degree leads to Wisconsin licensure as Principal and Director of Instruction. Educators not interested in formal administrative positions but who are interested in other leadership roles such as site council member, grade level coordinator or department chair will also benefit from the program.

Course content emphasizes the knowledge, skills, and dispositions that are compatible with effective school leadership in the 21st century as defined in the Wisconsin Principal and Director of Instruction Content Standards.

During the 31 credit program, students accrue practicum hours that are aligned with the Wisconsin Administrator Standards. Practicum oversight is provided by the University Supervisor and the School Based Supervisor. Students complete a School Improvement Plan, which is the equivalent of a master's paper. Students also complete a leadership portfolio as part of administrator licensure requirements.

PROGRAM FORMAT
The program is offered in an accelerated cohort format at on- and off-campus locations, as well as online. The degree can be completed in 18-20 months, with classes one night a week plus study-team meetings.

DEGREE REQUIREMENTS
EDU 571 Introduction to Leadership (3 cr.)
EDU 588 Data Driven Decision Making for School Improvement (3 cr.)
EDU 573 Introduction to Organizational Theory (4 cr.)
EDU 575 Leading Organizational Development (4 cr.)
EDU 576 Leadership in Planning, Facilitating and Assessing Learning (3 cr.)
EDU 578 Human Resource Leadership for the Learning Organization (3 cr.)
EDU 580 Developing, Supervising & Evaluating Staff (3 cr.)
EDU 582 School Law (3 cr.)
EDU 584 School Business (3 cr.)
EDU 586 Analysis of System Leadership (2 cr.)

ADMISSION REQUIREMENTS
To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university.
- A cumulative grade point average of at least 3.0 on a 4.0 scale (probationary acceptance may be granted).
- A valid Wisconsin teaching license (if administrative certification is desired).
- At least one year of teaching experience.
- A personal essay that is a maximum one-page, double-spaced statement addressing the student's leadership philosophy and reasons for seeking admission to the program.
- Two Attitude and Disposition Questionnaires completed by references.

GRADUATION REQUIREMENTS
To qualify for graduation from this program, students must:
- Complete master's coursework with a 3.0 overall grade point average on a 4.0 scale and a satisfactory grade of "C" or better in all courses.
- Satisfactorily complete a leadership portfolio.
- Satisfactorily complete and present master's project.
- Satisfactorily complete all program requirements within seven consecutive academic years.
- Obtain recommendation for graduation from the program chair.

MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP: PROFESSIONAL LEARNING

The Master of Science (M.S.) in Educational Leadership: Professional Learning program is designed for educators who want to remain classroom teachers while building their leadership capacity and contributing to school improvement through mentoring and coaching peers, instructional improvement, and curriculum development. The curriculum for this 30 credit program combines core leadership knowledge, skills, dispositions, and applied research with a concentration on mentoring and coaching skills required for expert teacher leadership. The program will help prepare individuals interested in leadership roles such as staff development coordinator, director of induction, department chair, dean of students, lead teacher/coach, and member of building/district leadership team.

The program is aligned with state and national leadership standards and has several unique features:
- Ten credits from the Southeastern Wisconsin New Teacher Project (SEWNTP) mentoring certification program can be applied to the master's program. Courses are offered through Outreach Professional Development.
  - ED/EDU 690 Understanding, Supporting and Facilitating the Spirit of PI-34 (3 cr.)
  - ED/EDU 642 Instructional Mentoring: Professional Development (1 cr.)
  - ED/EDU 643 Coaching and Observation Strategies (1 cr.)
  - ED/EDU 644 Analyzing Student Work (2 cr.)
  - ED/EDU 648 Coaching in Complex Situations (1 cr.)
  - ED/EDU 646 Mentoring for Equity (1 cr.)
  - ED/EDU 645 Designing and Presenting Professional Development (1 cr.)
- Each student has a leadership mentor and develops professional development goals.
- Upon completion of the master's program, students have the option of completing an additional 15 credits to obtain administrative licensure.

PROGRAM FORMAT
The program is designed in a unique format that blends core curriculum from the M.S. in Educational Leadership and the SEWNTP mentoring certification program. Courses are scheduled to meet the needs of the adult learner. Students will meet with an advisor to determine course selection and sequence. Students will have seven years to complete the M.S. in Educational Leadership: Professional Learning degree.

PROGRAM REQUIREMENTS
EDU 577 Seminar in Educational Leadership/Professional Learning (1 cr.)
CEDUC 618 Teacher as Leader (3 cr.)
EDU 690 Understanding, Supporting and Facilitating the Spirit of PI-34 (3 cr.)
EDU 642 Instructional Mentoring (1 cr.)
EDU 571 Introduction to Leadership (3 cr.)
EDU 643 Coaching and Observation Strategies (1 cr.)
EDU 644 Analyzing Student Work to Guide Instruction (2 cr.)
EDU 588 Data Driven Decision Making for School Improvement (3 cr.)
EDU 573 Introduction to Organizational Theory (4 cr.)
EDU 648 Coaching in Complex Situations (1 cr.)
EDU 575 Leading Organizational Development (4 cr.)
EDU 646 Mentoring for Equity (1 cr.)
EDU 645 Designing and Presenting Professional Development (1 cr.)
EDU 586 Analysis of System Leadership (2 cr.)

ADMISSION REQUIREMENTS
To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university as verified by official transcripts.
- A cumulative grade point average of at least 3.0 on a 4.0 scale (probationary acceptance may be granted).
- A valid teaching license.
- At least one year of teaching experience.
- A personal essay that is a maximum one-page, double-spaced statement addressing the student's leadership philosophy and reasons for seeking admission to the program.
- Two Attitude and Disposition Questionnaires completed by references.

GRADUATION REQUIREMENTS

To qualify for graduation from this program, students must:
- Complete required coursework with a 3.0 overall grade point average on a 4.0 scale and a satisfactory grade of "C" or better in all courses.
- Satisfactorily complete a leadership portfolio.
- Satisfactorily complete and present master's project.
- Satisfactorily complete all program requirements within seven consecutive academic years.
- Obtain recommendation for graduation from the program chair.
- Meet with a teacher leader mentor throughout the program.

MASTER OF ARTS IN INCLUSIVE EDUCATION

In order to better meet the needs of today's classrooms, the Masters of Arts in Inclusive Education (MAIE) leads to teacher certification in both regular and special education. This program is specifically designed for post-baccalaureate individuals, who frequently bring previous experience from another career field. The MAIE program allows these individuals to enter a new career while advancing professionally and academically. The MAIE program offers teacher certification and a master's degree in a program specifically designed to meet the needs of the returning adult student. The program combines classroom instruction and field experience in P-12 schools. After successful completion of the requirements for teacher certification, students are eligible to return to the MAIE Program to complete the required courses and Action Research Master's Thesis for the Masters of Arts in Inclusive Education degree.

An integral aspect of both the certification process and Master's degree coursework is the development of a professional education portfolio. This portfolio evolves throughout the program and is designed to meet requirements for teacher licensure and renewal. There are four benchmark assessments that make up the professional education portfolio. Each benchmark provides teacher candidates opportunities to demonstrate their knowledge, dispositions, and performances that are aligned with the InTASC Model Core Teaching Standards and the Council for Exceptional Children (CEC) Domain areas.

PROGRAM FORMAT
Students follow a cohort model that is offered in a face-to-face and blended on-line format. MAIE teacher candidates are required to complete 150 hours of field experiences in a school setting during regular school hours. These clinical field experiences are developmental in scope and sequence and occur in a variety of school locations. Field experiences allow teacher candidates to demonstrate their knowledge of the content knowledge, skills, and dispositions required of successful teachers. In their culminating experience - student teaching - candidates are expected to demonstrate learning strategies, individualized instruction, assessment and data driven instruction that leads to K-12 student learning.

Upon completion of the MAIE certification coursework, teacher candidates earn dual licensure in both Regular Education and Cross-categorical Special Education at the Middle Childhood to Early Adolescence (MC-EA) level.

PROGRAM REQUIREMENTS
EMA 500 Elementary/Middle Seminar I
EMA 511 Elementary/Middle School Fundamentals of Instruction and Assessment
EMA 523 Elementary/Middle School Theories of Literacy & Learning
EMA 530 EC-MC & MC-EA Field Experience I
EMA 535 Classroom Management & Cultural Diversity
EMA 543 Math Methods
EMA 544 Science Methods
EMA 546 Social Studies Methods
EMA 547 Fine Arts Methods
EMA 550 Elementary/Middle Benchmark/Portfolio I
EMA 551 Advanced Elementary/Middle Methods
EMA 575 Advanced Elementary/Middle Classroom Management
EMA 563 Advanced Elementary/Middle Literacy and Learning
INED 502 Special Education Curriculum & Methods I
INED 504 Special Education Curriculum & Methods II
INED 508 Individual Education Assessment & Diagnosis
INED 510 Field Experience II
INED 520 Field Experience III
INED 530 Behavior Interventions for Students with Special Needs
INED 532 Transition
INED 534 Autism/Communication Strategies for Individuals with Disabilities
INED 536 Individual Education Plans
EMA 580 MC-EA Seminar II
EMA 581 MC-EA Benchmark/Portfolio II
INED 592 Student Teaching Inclusive Education MC-EA
EMA 604 Professional Development Seminar

ADMISSION REQUIREMENTS
Certification Program
- A bachelor's degree from a regionally-accredited college or university
- A GPA of 2.75 on a 4.0 scale (probationary acceptance may be granted)
- Two Attitude & Disposition Questionnaires (on university form) from professionals who have served in a supervisory capacity and can attest to the applicant's likelihood for success in the program
- A typed personal essay, not more than two pages in length, identifying the candidate's qualifications, reason(s) for pursuing Special Education and the experiences that may have impacted this career choice.
- Passing scores on the Pre-Professional Skills Tests (PPST)
  No exceptions are made to this requirement. Students may retake test sections as many times as necessary to achieve a passing score.

GRADUATION REQUIREMENTS
Initial Certification Program
To qualify for graduation from this program, candidates must:
- Pass the Praxis II
- Complete all required coursework with a 3.0 overall grade point average with no grade lower than a B-
- Complete and earn at least a 'proficient' rating in student teaching practicum
- Complete and earn at least a 'pass' on the professional portfolio
- Complete and earn at least a 'pass' on the Portfolio III requirement
- Complete all requirements for the master's degree within seven consecutive academic years (MA option)
- Obtain recommendation for graduation from the program chair

CERTIFICATION INFORMATION
- Teacher Candidates must pass the appropriate praxis II test (as defined by the Wisconsin Department of Public Instruction) to qualify for student teaching and certification/
- Effective January 1, 2014, elementary level teacher candidates must pass a Wisconsin Department of Public Instruction-mandated Literacy Exam to qualify for certification.

MASTER OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY; LIBRARY MEDIA SPECIALIST (902I/902P); INSTRUCTIONAL TECHNOLOGY COORDINATOR (92); ONLINE TEACHING ENDORSEMENT

The use of computers and instructional technology continues to increase rapidly as does the number of educators who use them. For some, the computer is the object of instruction; for others it is a tool to support learning. However, effective use of instructional technology has become an important part of teaching and learning for everyone. The computer, Internet and other instructional technologies have created opportunities undreamed of just a few years ago. Along with growth in technology use, several needs have evolved:

- A need to be able to use computers and modern technologies effectively as tools to enhance learning, teaching, and training;
- A need to know how to integrate effectively the use of computers and other technologies into the curriculum;
- A need to be aware of emerging technologies, including multimedia, communications and information access technologies, and to be able to plan for their implementation and management;
- A need to be able to assume a leadership role in planning, implementing, and supporting instructional technology.

Cardinal Stritch University offers a master's degree which focuses on the use of instructional technology and its integration. The program prepares one to assume a leadership role in implementing, guiding, and supporting the use of instructional technology.

PROGRAMS

The Master of Education (M.E.) in Instructional Technology program focuses on curricular integration of technology in support of K-12 student learning. The courses in this program provide practical and applicable information for teachers, trainers, staff developers, administrators, and anyone who needs to use technology to support learning. Secondary certified teachers-may qualify to extend their certification to include a computer teacher endorsement, Wisconsin Department of Public Instruction (DPI) #405. Please check with the department for more information.

The Instructional Technology Coordinator certification program allows certified teachers to become technology coordinators with the Wisconsin DPI #92 certification. Many of the program's requirements may be incorporated into the M.E. in Instructional Technology program, allowing a student to concurrently earn both a master's degree and the Instructional Technology Coordinator certification. The courses for this program are offered in a blended online format.

Students may also choose to pursue the Initial Library Media Specialist certifications, DPI #902i. The holder of this license is qualified to work in an instructional media center providing library and instructional technology services. The Initial Library Media Specialist certification is a temporary license. Students with the desire to provide continued service and leadership in the field must obtain the Professional Library Media Specialist certification, DPI #902p.

The Online Teaching endorsement is a program which meets the nine criteria defined by the DPI to allow K-12 teachers to teach in an online format.

PROGRAM REQUIREMENTS

The master's program requires 32 credits chosen from within the M.E. in Instructional Technology program guidelines, as well as the Culminating Experience, CED 599. The program requires a statistics competency, usually met with CED 549.

M.E. in Instructional Technology
- Introduction and Overview – 3 cr. minimum
- Languages and Programming Fundamentals – 6 cr. minimum
- Computer Systems and Information Technology – 6 cr. minimum
- Computer Education, Curriculum and Methods – 9 cr. minimum
- Educational Foundations – 3 cr. minimum
- Culminating Experience – Action Research Project, 2 cr.

Instructional Technology Coordinator (#92)
The following are designed to cover required areas of the Instructional Technology Coordinator certification and Administrator Content Standards, and are required of all candidates. Waivers to some courses may be issued for individuals who hold instructional technology coordinator or related positions based upon assessment of knowledge, skills and experience. CED 551 is required of all students seeking Instructional Technology Coordinator certification and is an opportunity for self-assessment and gap analysis. It results in the construction of a learning plan which identifies areas of strength and those which may need to be strengthened through coursework.

Required Courses
- CED 551 Introduction to Technology Leadership (1 cr.)
- CED 597 Creating a Technology Leadership Portfolio (2 cr.)

Administration Courses
- CED 554 School Business and Technology (3 cr.)
- CED 555 School Law and Technology (3 cr.)
- CEDO 565 Leadership and Planning (3 cr.)
- CED 599 Culminating Experience (4 cr.)

Initial Library Media Specialist (#902i)
- CED 571 Bibliographic and Reference Methods (3 cr.)
- CED 572 Developing Media Collections for Student and Staff Use (3 cr.)
- CED 573 Cataloging and Classifying Media Collections (3 cr.)
- CED 574 Administering School Media Programs (3 cr.)
- RLA 545 Literature for Adolescents and Young Adults (3 cr.)
- Instructional Technology courses (6 cr.)
- CED 599 Culminating Experience (4 cr.)

Professional Library Media Specialist (#902p)
- CED 576 Instructional Leadership and Communication (3 cr.)
- CED 577 Advanced Social Media Administration (3 cr.)
- Electives – Chosen from additional approved Instructional Technology electives (6 cr.)

PROGRAM FORMAT
The program is offered totally online. Classes are structured around required readings, online or face to face discussions, and classroom application assignments. This format is best for students who are independent learners, are self-disciplined, and who may have family or professional obligations that prohibit taking weekly face to face classes.

ADMISSION REQUIREMENTS
To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university.
- A cumulative grade point average of at least 2.75 on a 4.0 scale (probationary acceptance may be granted).
- Two Attitude and Disposition Questionnaires.
Admissions requirements for the 901/902 ITC Certification programs may differ

GRADUATION REQUIREMENTS
To qualify for graduation from this program, students must:
- Complete required coursework with a 3.0 overall grade point average on a 4.0 scale with no individual course grade lower than a "B-."
- Satisfactorily complete a Culminating Experience.
- Satisfactorily complete a comprehensive exam (covering four areas of computer science and educational computing) or an approved portfolio.
- Satisfactorily complete all program requirements within seven consecutive academic years.
- Obtain a recommendation for graduation from the program chair.

MASTER OF ARTS IN LANGUAGE AND LITERACY;
MASTER OF ARTS IN LITERACY AND ENGLISH AS A SECOND LANGUAGE;
MASTER OF ARTS IN LITERACY AND LEARNING DISABILITIES;
READING TEACHER (316)

Cardinal Stritch University's literacy master's degree program, founded in 1956, was one of the nation's first graduate degrees to respond to the need for well-prepared teachers and specialists in reading. In 1987, in response to the national need for well-prepared teachers in writing, the University expanded the program to include reading and language arts.

The Language and Literacy Department offers several programs that lead to extended certification.
- Master of Arts (M.A.) in Language and Literacy
  - o Leads to Wisconsin Department of Public Instruction (DPI) certifications #316 Reading Teacher and #17 Reading Specialist
- Master of Arts (M.A.) in Literacy and English as a Second Language
  - o Leads to DPI certifications #316 Reading Teacher and #395 English as a Second Language
- Master of Arts (M.A.) in Literacy and Learning Disabilities
  - o Leads to DPI certifications #316 Reading Teacher and #42-811 Learning Disabilities (K-8)

Standards from the International Reading Association, the Council for Exceptional Children, the National Council for the Accreditation of Teacher Education, the Wisconsin Department of Public Instruction and the Mission Statement of Cardinal Stritch University and the College of Education and Leadership guide the curriculum and instruction for the department. In addition, each program has been carefully constructed around program outcomes and student performance indicators. All programs involve practica experiences whereby students apply what they have learned in their classroom, school, district, or the Cardinal Stritch University Literacy Center.

PROGRAM STRUCTURE
Four program standards are the basis for each of these master's degree programs. Upon completion of their specific program, literacy professionals will demonstrate the essential knowledge, skills and abilities to:
- Be problem solvers through identifying issues and generating alternatives.
- Be informed decision makers and implementers both individually and collaboratively.
- Be active learners through keeping current with the trends in literacy education.
- Be advocates through keeping current with research, practice and trends regarding the literacy development of diverse learners.

Each of these master's degree programs are 35 credit programs. For the M.A. in Language and Literacy and M.A. in Literacy and Learning Disabilities programs, students first complete the program of study for the #316 Reading Teacher certification, a total of 20 credits. If the student intends to pursue a master's degree, the student continues with a program of study that emphasizes the chosen focus: preparation for either the #17 Reading Specialist certification or the #42-811 Learning Disabilities (K-8) certification. Students in the M.A. in Literacy and English as a Second Language program will receive preparation for the #395 English as a Second Language certification as part of their program. All students completing a master's degree must complete a final action research project. Students present the action research project to their peers and faculty members. All programs also require the completion of a comprehensive written examination. The questions for this examination are embedded into the coursework throughout the programs.

PROGRAM FORMAT
Students enter the program as a cohort and stay with the cohort for the duration of the program. Courses are eight weeks in duration. Students meet once a week for three hours with the instructor and then meet for an additional three hours with their study team.

DEGREE REQUIREMENTS
M.A. in Language and Literacy
RL 502 Issues of Diversity in the Literacy Classroom (3 cr.)
RL 558 Reading and Writing with Children (3 cr.)

RL 519 Word Recognition (2 cr.)
RL 507 Emergent Literacy (3 cr.)
RL 559 Comprehension (3 cr.)
RL 510 Language, Cognition and Literacy (3 cr.)
RL 509 Practicum: Assessment and Instruction of Literacy Difficulties (3 cr.)
RL 516 Supervision of K-12 Literacy Programs (3 cr.)
RL 517 Literacy Development in the Content Area (3 cr.)
RL 550 Readings and Research in Literacy and Language Disability (3 cr.)
RL 552 Action Research (3 cr.)
CEDU 549 Technology Based Research and Statistics (3 cr.)

M.A. in Literacy and English as a Second Language
RL 510 Language, Cognition and Literacy (3 cr.)
RL 507 Emergent Literacy (3 cr.)
ESL 503 Second Language Acquisition (3 cr.)
ESL 533 Bilingualism in Home and School (3 cr.)
RL 519 Word Recognition (2 cr.)
ESL 509 Primary Level Practicum (2 cr.)
ESL 521Assessment and Program Design (3 cr.)
ESL 520 Sociocultural Linguistics (3 cr.)
RL 558 Reading and Writing with Children (3 cr.)
RL 559 Comprehension (3 cr.)
ESL 529 Secondary Practicum (3 cr.)
ESL 546 Linguistics (3 cr.)
ESL 566 Action Research (1 cr.)

M.A. in Literacy and Learning Disabilities
RD 518 Special Education Law (1 cr.)
RD 502 Issues of Diversity in the Literacy Classroom (3 cr.)
RD 558 Reading and Writing with Children (3 cr.)
RD 519 Word Recognition (2 cr.)
RD 507 Emergent Literacy (3 cr.)
RD 559 Comprehension (3 cr.)
RD 510 Language, Cognition and Literacy (3 cr.)
RD 509 Practicum: Assessment and Instruction of Literacy Difficulties (3 cr.)
RD 512 Math Strategies and Modifications (2 cr.)

RD 515 Coordination of PreK-8 Learning Disability Programs (2 cr.)
RD 530 Foundations of Literacy and Learning Disability (3 cr.)
RD 555 Theories of Literacy Instruction (2 cr.)
RD 556 Case Study Research (2 cr.)
CEDU 549 Technology Based Research and Statistics (3 cr.)

Reading Teacher (#316) certification
This program will not result in a master's degree. The requirements for this certification are as follows:
RL 517 Literacy Development in the Content Area (3 cr.)
RL 558 Reading and Writing with Children (3 cr.)
RL 519 Word Recognition (2 cr.)
RL 507 Emergent Literacy (3 cr.)
RL 559 Comprehension (3 cr.)
RL 510 Language, Cognition and Literacy (3 cr.)
RL 509 Practicum: Assessment and Instruction of Literacy Difficulties (3 cr.)

ADMISSION REQUIREMENTS
To qualify for admission to these programs, students must have:
- A bachelor's degree from a regionally-accredited college or university.
- A cumulative GPA of at least 2.75 on a 4.0 scale (probationary acceptance may be granted).
- A valid Wisconsin teaching license or written verification of past/present experiences in an education-related field
- Two Attitude and Disposition Questionnaires.
- Access to struggling readers or children with learning disabilities.

- ESL foreign language requirement (for M.A. in Literacy and English as a Second Language program only).

GRADUATION REQUIREMENTS

To qualify for graduation from these programs, students must:
- Complete required coursework with a 3.0 overall grade point average on a 4.0 scale with no individual grade below a "C."
- Satisfactorily complete and present an action research project.
- Satisfactorily complete an oral presentation.
- Satisfactorily pass comprehensive examinations (written), which are embedded into courses throughout the program.
- Obtain recommendation for graduation from the program chair.
- Satisfactorily complete all requirements for the master's degree within seven consecutive academic years.

MASTER OF ARTS IN SPECIAL EDUCATION

The Master of Arts in Special Education programs are designed for those who want to teach students with Special Education needs and/or to obtain a Master of Arts degree in Special Education. The programs goals are to lead teacher candidates/teachers to an understanding of diversity and exceptionality, to an appreciation of the impact of a disability on an individual and his/her family, and, to demonstrate knowledge and skills in the areas of planning for instruction and assessment, instructing and engaging learners and assessing learning..

The Wisconsin Department of Public Instruction (DPI) requirements for licensure and the Council for Exceptional Children (CEC) standards are the foundations of the programs. The programs have two strands, a certification strand and a Master of Arts strand. In the certification strand, teacher candidates/teachers receive certification in Special Education. Teacher candidates/teachers may choose to continue for the Master's degree. The certification strand offers both an Initial Certification and an Extended Certification. The Initial Certification program is for teacher candidates/teachers with a baccalaureate degree, but no prior teaching certification. The Extended Certification program is for teachers who have a teaching license; it is offered in two formats, a traditional on campus format and an online cohort format.

Teacher candidates/teachers in the on campus programs will follow a cohort model and will be required to complete field experiences in a school setting during normal school hours. These clinical field experiences will be developmental in scope and sequence and will occur in a variety of school locations. These will allow demonstration of the content knowledge, skills, and dispositions required of successful teachers. In their culminating clinical experience, student teaching, candidates will be expected to demonstrate learning strategies, individualized instruction, assessment and data driven instruction that leads to K-12 student learning. Portfolios are an integral component of the certification program. These portfolios will evolve through the course of the program and are designed to meet requirements for teacher licensure and renewal. A passing score on the Praxis II: Middle School Content Knowledge Test #0146 is required by the State of Wisconsin for certification and is a requirement of this program. The Cross-categorical certification (License #801) may be obtained at either the Middle Childhood to Early Adolescent (MC-EA) level or the Early Adolescent to Adolescent (EA-A) level.

In the Master of Arts strand, candidates build on their coursework understanding to develop and present a thesis or an action research project.

PROGRAM FORMAT
Initial certification – face to face on campus program
Extended certification – face to face on campus program or blended online & face to face program

INITIAL CERTIFICATION PROGRAM
Candidates will complete:
- EMA 500 Elementary/Middle Seminar I
- EMA 511 Elementary/Middle School Fundamentals of Instruction and Assessment
- EMA 523 Elementary/Middle School Theories of Literacy & Learning
- EMA 530 Elementary Education Field Experience I
- EMA 535 Classroom Management & Cultural Diversity
- EMA 550 Elementary/Middle Benchmark/Portfolio I
- SED 601 Assessment & Diagnosis
- SED 602 Autism
- SED 603 Transition
- SED 604 Individual Education Plans
- SED 605 Curriculum & Methods I for Special Education
- SED 606 Field Experience II
- SED 607 Curriculum & Methods II for Special Education
- SED 608 Behavior Interventions
- SED 609 Field Experience III
- SED 610 Seminar II
- SED 611 Benchmark/Portfolio II
- RLD 557 Literacy Assessment & Strategies for the Special Educator
- SED 612 Student Teaching **MC-EA** Cross Categorical Special Education <u>OR</u>

SED 613 Student Teaching **EA-A** Cross Categorical Special Education
- SED 614 Professional Development Seminar and Benchmark III

AREAS OF CONCENTRATION (CD, LD, EBD) ARE IMBEDDED IN ALL COURSES

EXTENDED CERTIFICATION: ON CAMPUS PROGRAM
- Field Experiences I and II
- Curriculum & Methods I for Special Education
- SED 601 Assessment & Diagnosis
- SED 602 Autism
- SED 603 Transition
- SED 604 Individual Education Plans
- SED 605 Curriculum & Methods I for Special Education
- SED 607 Curriculum & Methods II for Special Education
- SED 608 Behavior Interventions
- SED 610 Special Education Seminar
- SED 611 Benchmark/Portfolio II
- RLD 557 Literacy Assessment & Strategies for the Special Educator
- SED 615 Field Experience I
- SED 616 Benchmark/Portfolio I
- SED 617 Field Experience II
- SED 618 Student Teaching **MC-EA** Cross Categorical Special Education <u>OR</u>
  SED 619 Student Teaching **EA-A** Cross Categorical Special Education
- SED 620 Professional Development Seminar and Benchmark/Portfolio III

AREAS OF CONCENTRATION (CD, LD, EBD) ARE IMBEDDED IN ALL COURSES

Teacher candidates/teachers in both programs have the option of taking an additional 7-8 credits to earn the Master of Arts degree in Special Education. These courses can be completed online or on campus.

EXTENDED CERTIFICATION: ONLINE PROGRAM
This program offers Wisconsin teachers an opportunity to extend their certification to include Cross-Categorical Special Education through an online cohort program. Certification may be earned at either the Middle Childhood to Early Adolescence (MC-EA) or the Early Adolescence to Adolescent (EA-A) level. The 25 graduate credits for the certification portion of the program can be completed in 20 months, including student teaching. The course curriculum of eight week long 3-credit courses is enhanced through fieldwork experiences conducted either in your current classroom (if it meets the requirements for student teaching) or in a Special Education classroom. There are two required Milwaukee-campus face-to-to-face weekends, at the beginning and the mid-point of the program.

Student teaching may be completed either on-the-job or in a traditional student teaching placement. To qualify for on-the-job student teaching in a regular education elementary classroom, candidates must have four or more students identified with Special Education needs in their classroom at least 60% of the day. To qualify for on-the-job student teaching in a regular education middle or high school classroom, candidates must work with four or more students identified with Special Education needs for 60% of the classes taught daily. Traditional non-salaried student teaching placements can also be made in a Special Education classroom with a cooperating teacher.

Candidates who have completed the 25 credits required for certification have the option of taking two additional courses for the Master of Arts in Special Education. These courses can also be completed online.

ADMISSION REQUIREMENTS
INITIAL CERTIFICATION PROGRAM (Teacher Candidates)
- A bachelor's degree from a regionally-accredited college or university
- A GPA of 2.75 on a 4.0 scale (probationary acceptance may be granted)
- Two Attitude & Disposition Questionnaires (on university form) from professionals who have served in a supervisory capacity and can attest to the applicant's likelihood for success in the program
- A typed personal essay, not more than two pages in length, identifying the candidate's qualifications, reason(s) for pursuing Special Education and the experiences that may have impacted this career choice.

- Passing scores on the three Pre-Professional Skills Tests (PPST).
  No exceptions are made to this requirement. Students may retake test sections as many times as necessary to achieve a passing score.

ON CAMPUS EXTENDED CERTIFICATION PROGRAM (Teachers)
- A bachelor's degree from a regionally-accredited college or university
- A GPA of 2.75 on a 4.0 scale (probationary acceptance may be granted)
- Two Attitude & Disposition Questionnaires (on university form) from professionals who have served in a supervisory capacity and can attest to the applicant's likelihood for success in the program
- A typed personal essay, not more than two pages in length, identifying the candidate's qualifications, reason(s) for pursuing Special Education and the experiences that may have impacted this career choice.
- Copy of valid Wisconsin teaching license

ONLINE EXTENDED CERTIFICATION PROGRAM (Teachers)
- A bachelor's degree from a regionally-accredited college or university
- A grade point average of 2.75 on a 4.0 scale (probationary acceptance may be granted)
- Two Attitude & Disposition Questionnaires (on university form) from professionals (a principal, teaching supervisor or a former professor), who have served in a supervisory capacity and can attest to the applicant's likelihood for success in the program
- A typed personal essay, not more than two pages in length, identifying the candidate's qualifications, reason(s) for pursuing Special Education and the experiences that may have impacted this career choice
- Professional Vitae/Resume
- Copy of valid Wisconsin teaching license
- College course in Introduction to Students with Exceptional Needs
- College course in Developmental Literacy

GRADUATION REQUIREMENTS
ON CAMPUS INITIAL AND EXTENDED CERTIFICATION PROGRAMS
To qualify for graduation from this program, teacher candidates/teachers must:
- Pass the Praxis II Middle School Content Knowledge Test #0164
- Complete all required coursework with a 3.0 overall grade point average with no grade lower than a B-
- Complete and earn at least a 'proficient' rating in student teaching practicum
- Complete and earn at least a 'pass' on the professional portfolio
- Complete and earn at least a 'pass' on the Portfolio III requirement
- Complete all requirements for the master's degree within seven consecutive academic years (MA option)
- Obtain recommendation for graduation from the program chair

EXTENDED CERTIFICATION ONLINE PROGRAM
To qualify for graduation from this program, teachers must:
- Complete required coursework with a 3.0 overall grade point average with no grade lower than a B-
- Complete and earn at least a 'proficient' rating in student teaching practicum
- Complete and earn at least a 'pass' on the professional portfolio
- Complete and earn at least a 'pass' on the Portfolio III requirement
- Pass the Praxis II Middle School Content Knowledge Test #0146
- Complete all requirements for the Master's degree within seven consecutive academic years (MA option)
- Obtain recommendation for graduation from the program chair

CERTIFICATION INFORMATION
Teacher certification requirements are in the process of being revised by the Wisconsin Department of Public Instruction. Effective January 1, 2014, new certification requirements will include a Literacy Exam for all initial Special Education teacher candidates and may also be required of teachers extending their certification.

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching program has a dual emphasis: teacher certification in P-12 education and a master's degree that enhances the ability to apply theory to practice. This program is specifically designed for post-baccalaureate students who frequently bring previous experience from another career field. It allows these students to enter a new career while advancing professionally and academically.

The MAT offers teacher certification and a master's degree in a program specifically designed to meet the needs of the returning adult student. The program combines classroom instruction with field experience in P-12 schools. Completion of a full semester student teaching placement qualifies students to apply for a teaching license in their chosen area.

An integral aspect of both the certification process and master's degree coursework is the development of a professional portfolio. This portfolio will evolve throughout the course of the program and is designed to meet the Wisconsin Department of Public Instruction requirements for teacher licensure and renewal.

PROGRAM FORMAT

The Master of Arts in Teaching program utilizes a cohort model of learning on the Glendale/Fox Point campus and the Kenosha and Madison locations. Courses are offered in the evening in a year-round format. Early Childhood-Middle Childhood, and Middle Childhood-Early Adolescence, Early Childhood-Adolescence, and Early Adolescence-Adolescence certifications are available through the cohort MAT program. During the first 12 months of the program, students are required to complete 100 hours of field experiences in P-12 classrooms during regular school hours. In addition, a full semester of student teaching qualifies students to apply for a teaching license in their chosen certification area. School districts in the geographic location of the cohort site will be used for field experiences and student teaching placements.

An abbreviated program is available for licensed teachers who wish to extend licensure to a new area of certification. Contact the MAT department for more information.

Master of Arts in Teaching Certification Areas
Early Childhood
Early Childhood - Middle Childhood
Middle Childhood - Early Adolescence (requires a minor)
Early Adolescence – Adolescence (requires a certifiable major)
Art Education (Early Childhood - Adolescence)
Foreign Language Education (Early Childhood - Adolescence)
Theater (Early Childhood - Adolescence)
Music (Early Childhood - Adolescence)

Certifiable minors for Middle Childhood - Early Adolescence certification may be selected from the following academic areas:
Biology
Chemistry
Computer Science
English (Language Arts)
Environmental Studies
Foreign Language (French, Spanish)
History
Mathematics
Political Science
Physics
Science
Social Studies
Speech/Communications
Theater

Certifiable majors for Early Adolescence-Adolescence certification may be selected from the following academic areas:
Biology
Broadfield Science
Broad field Social Studies
Chemistry

Computer Science
English
Environmental Studies
Foreign Language (French, Spanish)
History
Mathematics
Physics
Political Science
Sociology

PROGRAM REQUIREMENTS
Early Childhood-Middle Childhood & Middle Childhood-Early Adolescence certification
38 credits are required for certification:
EMA 500 EC-MC & MC-EA Seminar I
EMA 511 EC-MC & MC-EA Fundamentals of Instruction & Assessment
EMA 523 PreK-Primary Theories of Literacy & Learning
EMA 530 EC-MC & MC-EA Experience I
EMA 535 EC-MC & MC-EA Classroom Management & Cultural Diversity
EMA 543 EC-MC & MC-EA Math Methods
EMA 544 EC-MC & MC-EA Science Methods
EMA 546 EC-MC & MC-EA Social Studies Methods
EMA 547 EC-MC & MC-EA Fine Arts Methods
EMA 550 EC-MC & MC-EA Portfolio I
EMA 551 EC-MC & MC-EA Advanced Methods
EMA 563 Upper Elementary/Middle Literacy & Learning
EMA 570 EC-MC & MC-EA Field Experience II
EMA 575 EC-MC & MC-EA Advanced Classroom Management
EMA 580 EC-MC & MC-EA Seminar II
EMA 581 EC-MC & MC-EA Portfolio II
One of the following student teaching courses:
  EMA 591 Student Teaching: Early Childhood-Middle Childhood
  EMA 592 Student Teaching: Middle Childhood-Early Adolescence
  EMA 595 Student Teaching: Early Childhood-Middle Childhood & Middle Childhood Early Adolescence
EMA 604 Professional Development Seminar

Early Adolescence-Adolescence certification & Early Childhood-Adolescence certification:
38 credits are required for certification:
EMA 501 EA-A & EC-A Seminar I
EMA 513 EA-A & EC-A Fundamentals of Instruction & Assessment
EMA 525 Adolescent Literature & Learning with Multimedia Texts
EMA 531 EA-A & EC-A Field Experience I
EMA 536 EA-A & EC-A Classroom Management & Cultural Diversity
EMA 548 Advanced Curriculum Planning in Specific Content Areas
EMA 553 EA-A & EC-A Portfolio I
EMA 554 EA-A & EC-A Methods, Assessment & Unit Writing
EMA 566 Literacy & Learning in the Content Areas
EMA 571 EA-A & EC-A Field Experience II
EMA 576 EA-A & EC-A Advanced Classroom Management
EMA 582 EA-A & EC-A Seminar II
EMA 583 EA-A & EC-A Portfolio II
One of the following student teaching courses:
  EMA 593 Student Teaching Early Adolescence-Adolescence
  EMA 596 Student Teaching: Early Childhood-Adolescence/Foreign Language
  EMA 597 Student Teaching: Early Childhood-Adolescence/Art
  EMA 598 Student Teaching: Early Childhood-Adolescence/Music
EMA 604 Professional Development Seminar

Following student teaching and employment as a classroom teacher, an eight-credit sequence of courses completes the degree requirements. These courses contain the research and thesis component of the degree:

CED 549 Technology Based Research Statistics
EDM 624 Action Research Methodology
EDM 634 Action Research Application

ADMISSION REQUIREMENTS
To qualify for admission to graduate studies at Cardinal Stritch University, you must have:
- A bachelor's degree from a regionally-accredited college or university
- A grade point average of 2.75 on a 4.0 scale (probationary acceptance may be granted).

To gain full admission to the Master of Arts in Teaching program, you must also provide:
- Passing scores on the three sections of the Pre-Professional Skills Test (PPST)
  No exceptions are made to this requirement. Students may retake test sections as many times as necessary to achieve a passing score.
- Two Attitude and Disposition questionnaires on the approved MAT forms.
- A personal essay, not more than two pages in length, outlining your reasons for seeking teacher certification, life experiences that may have affected this career choice, and the level of commitment you are willing to make to a master's degree program.

GRADUATION REQUIREMENTS
To qualify for graduation from this program, you must:
- Complete master's coursework with a 3.0 overall grade point average on a 4.0 scale with no individual grade lower than a "B-"
- Complete and earn at least a 'proficient' rating in student teaching practicum
- Complete and earn at least a 'pass' on the professional portfolio
- Complete and earn at least a 'pass' on the Benchmark III requirement
- Complete all requirements for the master's degree within seven consecutive academic years
- Obtain recommendation for graduation from the program chair

CERTIFICATION REQUIREMENTS
Teacher candidates must pass the appropriate Praxis II test (as defined by the Wisconsin Department of Public Instruction) to qualify for student teaching and certification.

Effective January 1, 2014, elementary teacher candidates must pass a Wisconsin Department of Public Instruction-mandated Literacy Exam to qualify for certification.

MASTER OF EDUCATION IN TEACHING, LEARNING AND LEADERSHIP

Cardinal Stritch University offers an innovative Master of Education in Teaching, Learning and Leadership program for the experienced K-12 teacher or adult educator whose primary goal is to improve student learning and achievement. The program reflects the most current educational research in three distinct strands: Teaching, Learning, and Leadership. These strands provide a meaningful framework for the study and application of ideas, techniques, and methodologies that are proven to increase student achievement and improve professional practice in ways that teachers can apply immediately to the classroom. The program's outcomes are firmly grounded in the Wisconsin Teacher Standards and in the Core Principles of Teaching as described by the National Board of Professional Teaching Standards (NBPTS).

PROGRAM FORMAT
Online
The program is offered totally online in partnership with Teachscape, a nationally recognized professional development organization that provides a robust and easy to use learning management system. Classes are structured around required readings, video presentations of recognized experts, online or face to face discussions, and classroom application assignments. This format is best for students who are independent learners, are self-disciplined, and who may have family or professional obligations that prohibit taking weekly face to face classes.

PROGRAM REQUIREMENTS
Teaching (9 credits)
The courses in this strand of the program provide today's teachers with the tools, skills, and repertoire of strategies they need to meet the increasing demands of multiple stakeholders who clamor for greater accountability and increased student achievement.
EDME/EDMET 602 Differentiated Instruction
EDME/EDMET 560 Instructional Strategies to Foster Motivation and Engagement
EDME/EDMET 559 Curriculum Design

Learning (9 credits)
The courses in this strand of the program focus on the students and ways teachers can better understand how children learn. Understanding how the brain learns and the role gender, race, and culture have on students allows teachers to make better instructional decisions.
EDME/EDMET 523 Assessment for Learning
EDME/EDMET 592 The Thinking and Learning Brain
EDME/EDMET 565 The 21st Century Learner

Leadership (14 credits)
The expectations of the classroom teacher are expanding to include school-based and community-based involvement. The courses in this strand of the program help develop key leadership skills that today's teachers need to help meet these increased expectations. Students also research a topic or problem of interest to them to complete an Applied Research Project, which has direct impact in their teaching practices and leadership abilities.
EDME/EDMET 604 Teacher Leadership and Learning
EDME/EDMET 561 Educational Research
EDME/EDMET 562 Using Student Data to Improve Learning
EDME/EDMET 500 Leadership Forum 1: Self-Evaluation
EDME/EDMET 555 Leadership Forum 2: Collaboration Skills
EDME/EDMET 556 Leadership Forum 3: Facilitation Skills
EDME/EDMET 557 Leadership Forum 4: Evaluation Skills
EDME/EDMET 627 Leadership Forum 5: Planning and Action Skills

ADMISSION REQUIREMENTS
To qualify for admission to graduate studies at Cardinal Stritch University and the Master of Education program, students must have:
- A bachelor's degree from a regionally-accredited college or university.
- A grade point average of 2.75 on a 4.0 system. (probationary acceptance may be granted)
- Current access to a classroom. Adult educators may not have a teaching license. Please indicate this on the admission application.

- Two attitude and disposition surveys completed by professional supervisors or colleagues who are familiar with your teaching.
- Applicants educated outside of the U.S. must follow academic admission procedures relating to English ability and credential evaluation described on the International Admissions Web page.

GRADUATION REQUIREMENTS

To qualify for graduation from this program, you must:
- Successfully complete 32 credits of masters' coursework with a 3.0 overall grade point average on a 4.0 scale with no individual grade lower than a B- (see Cardinal Stritch University Graduate Studies Catalog for specific details).
- Successfully complete an applied research project
- Successfully complete a comprehensive e-portfolio
- Successfully complete all requirements for the master's degree within seven consecutive academic years
- Obtain recommendation for graduation from the program chair.

MASTER OF ARTS IN URBAN EDUCATION

The Master of Arts in Urban Education program is specifically designed for post-baccalaureate students who frequently bring previous experience from another career field, as well as those students who have a desire to teach in diverse settings, urban environments, and with underrepresented populations. The program has two possible tracks: teacher certification in Early Childhood-Middle Childhood (birth-age 11) or Middle Childhood-Early Adolescence (age 6-approx. 12-13) with a Special Education certification with an emphasis in Learning Disabilities or a teacher certification in K-6 with bilingual certification.

INITIAL CERTIFICATION PROGRAM FORMAT
Courses will follow the K-12 academic calendar. Full-time students can complete the certification portion of the program in just three semesters, then complete their master's degree and the remaining requirements for the LD certification or the bilingual certification during subsequent semesters. There are 32-34 credits required for certification depending on the program, which requires a student teaching placement.

PROGRAM REQUIREMENTS
The Wisconsin Department of Public Instruction requires core course work completed with a grade of B- or higher in ten different areas; please consult with the department for specific information regarding these requirements. These requirements do not have to be met prior to entrance to the program, however, DPI will not grant a teaching license without having verified proof of these requirements having been met prior to license application.

INITIAL CERTIFICATION ADMISSION REQUIREMENTS
To qualify for admission to graduate studies at Cardinal Stritch University, you must have:
- A bachelor's degree from a regionally- accredited college or university
- A GPA of 2.75 on a 4.0 scale (probationary acceptance may be granted)
- Passing scores on two of three sections of the Pre-Professional Skills Test (PPST). All three sections must be passed during the first semester of enrollment. No exceptions are made to this requirement. Students may retake test sections as many times as necessary to achieve a passing score.
- Access to classroom environment for at least 3.5 hours per day (either through current employment working under emergency licensure, as a paraprofessional or volunteer hours)

To gain full admission to the Urban Educator Initial Certification program, you must also provide:
- Two attitude and disposition questionnaires
- A personal essay, not more than two pages in length, outlining your reasons for seeking teacher certification, life experiences that may have affected this career choice, and why you'd like to become an urban educator

INITIAL CERTIFICATION GRADUATION REQUIREMENTS
To qualify for graduation from this program, you must:
- Complete master's coursework with a 3.0 overall grade point average on a 4.0 scale (with no individual grades lower than a B-)
- Complete professional portfolio and student teaching practicum
- Obtain recommendation for graduation from the program chair

PROGRAM REQUIREMENTS
General Education and LD License
MUE 502 Assessment and Instruction in Mathematics
MUE 504 Assessment and Instruction in Fine Arts
MUE 506 Assessment and Instruction in Science
MUE 508 Assessment and Instruction in Social Studies
MUE 512 Literacy Development PK-3
MUE 514 Literacy Development 4-8
MUE 522 Identifying and Supporting Children with Learning Disabilities
MUE 524 Adaptations for Students with Learning Disabilities
MUE 530 Student Teaching in Urban Settings

MUE 532 Student Teaching in Urban Settings II
MUE 540 Seminar in Urban Education I
MUE 542 Seminar in Urban Education II
MUE 544 Seminar in Urban Education III

General Education and Bilingual License
MUE 512 Literacy Development PK-3
MUE 502 Assessment and Instruction in Mathematics
MUE 508 Assessment and Instruction in Social Studies
MUE 542 Seminar in Urban Education II
MUE 531 Student Teaching in the Bilingual Classroom
MUE 504 Assessment and Instruction in Fine Arts
MUE 506 Assessment and Instruction in Science
MUE 540 Seminar in Urban Education I
MUE 544 Seminar in Urban Education III
MUE 596 Bilingual Methods and Assessment
MUE 514 Literacy Development 4-8
MUE 614 Teacher Research

The preceding courses complete the requirements for Initial Certification. For the Master's degree, four additional courses must be completed:

CEDU 549 Technology-Based Research and Statistics
MUE 602 Connecting Assessment and Instruction for Students with Learning Disabilities
MUE 603 Introduction to Case Study Research
MUE 620 Case Study Research

In addition to the General Education and Bilingual License courses, for the Master's degree, four additional courses must be completed:
MUE 590 History and Politics of Bilingual Education
MUE 594 Culture, Language and Education
MUE 592 Applied Linguistics
MUE 616 Case Study Research

GRADUATION REQUIREMENTS
To qualify for graduation from this program, candidates must:
- Complete all required coursework with a 3.0 overall grade point average with no grade lower than a B-
- Satisfactorily complete all program requirements within seven consecutive academic years
- Obtain recommendation for graduation from the program chair

MASTER OF ARTS IN URBAN SPECIAL EDUCATION

The Master of Arts in Urban Special Education is designed for teachers who have been recruited and selected by two national organizations, the Milwaukee Teaching Fellows (MTF) and Teach for America (TFA). This is a post-baccalaureate program for individuals who desire to work with learners in special education programs in high need schools. Graduate students in this program are employed as the teacher of record in special education positions within Milwaukee area schools. Prior to beginning graduate classes at Cardinal Stritch University, individuals complete a summer institute through either MTF or TFA.

PROGRAM FORMAT

Courses will follow the university semester calendar. Students attend classes as a cohort and can complete the certification portion of the program in five semesters. There are 35 credits required for certification, which requires student teaching. The Master's degree can be completed during subsequent semesters and requires 7 credits of coursework.

PROGRAM REQUIREMENTS

Cross Categorical Special Education License
MUE 511 Language, Literacy, and Learning
MUE 515 Building Classroom Communities
MUE 513 Field Experiences in Special Education Settings
MUE 525 Supporting Individual Student Needs
MUE 518 Social Studies for Special Educators
MUE 523 Field Experience in Special Education Settings
MUE 535 Advocacy
MUE 506 Assessment and Instruction in Science
MUE 557 Literacy Assessment and Strategies for the Special Educator
MUE 555 Collaborating with Families and Communities
MUE 545 Supporting Students in the School Environment
MUE 533 Field Experience in Special Education Settings
MUE 565 Formal and Informal Assessment
MUE 522 Math Methods for Special Educators
MUE 543 Student Teaching

In addition to the courses for licensure, for the Master's degree, three additional courses must be completed:
MUE 549 Statistics
MUE 606 Introduction to Research
MUE 630 Assessment and Instruction in Literacy

ADMISSION REQUIREMENTS

To qualify for admission to this program, you must have:
- A Bachelor's degree from a regionally-accredited college or university
- A GPA of 2.75 on a 4.0 scale (probationary acceptance may be granted)
- Passing scores in all three sections of the Pre-Professional Skills Test (PPST) *No exceptions are made to this requirement. Students may retake test sections as many times as necessary to achieve a passing score.*
- Passing score on the Praxis II: Middle School Content Knowledge Test (# 0146)
- Two letters of recommendation
- A personal essay delineating your reasons for seeking admission to the program. In place of this essay, narratives submitted to the Milwaukee Teaching Fellows or Teach for America may be submitted.

GRADUATION REQUIREMENTS

To qualify for graduation from this program, you must:
- Complete Master's coursework with a 3.0 overall grade point average on a 4.0 scale.
- Successfully complete a professional portfolio
- Successfully complete the student teaching experience
- Successfully complete and present in writing and in an oral presentation case study research
- Satisfactorily complete all program requirements within seven consecutive academic years
- Obtain recommendation for graduation from the program chair

COURSE DESCRIPTIONS FOR THE COLLEGE OF EDUCATION AND LEADERSHIP

Instructional Technology

CED 502 Teaching and Learning Online
(1 Cr.)
In this course students will gain firsthand experience as online learners as they: experience the online learning environment from a student perspective; explore available tools and software; learn to plan, design and incorporate appropriate active and engaging instructional strategies and valid and reliable assessments; learn and apply concepts and techniques that make them effective online facilitators and learners; discuss how to model and encourage legal, ethical, safe and healthy online behavior; and explore how the needs of special needs students can be addressed online.

CED 515 Visual Basic
(3 Cr.)
A study of the first principles of problem solving and programming in the Visual Basic.NET environment. Students gain proficiency in program design, coding, editing, testing and debugging through hands-on experience. Course members will explore the object-based visual development environment afforded by this language and the potential role of Visual Basic.NET in the K-12 curriculum. Prerequisite: Departmental approval.

CED 516 Introduction to Programming: JAVA
(3 Cr.)
Many programming languages are used today. Some are used to teach programming in high school and for commercial use on both Web sites and to create freestanding applications. Course participants, using problem-solving techniques, will learn to create, document, edit, debug, execute and test program applications and applets. Participants will have the opportunity to explore different programming languages and environments and the place of programming in the school curriculum. This course will concentrate on an established and important language in use today. Prerequisite: Department approval.

CED 521 Learning with Technology: Effective Teaching Strategies
(1 - 3 Cr.)
This course is designed to apply the basic skills acquired in introductory coursework. In this course, students will be given opportunities to review current topics in education, practice with hands-on technology and demonstrate effective teaching strategies using technology. This course examines methods for integrating technology into the classroom, including interactive multimedia, computers, and communications technologies. It focuses on current research pertaining to educational technology. The emphasis is on designing, implementing, and evaluating course work that integrates technology with attention to meeting district technology goals, addressing the Model Academic Standards for Wisconsin DPI Teacher Standards. Prerequisite: CEd 510 or departmental approval.

CED 522 Instructional Technology for Personal and Professional Use
(3 Cr.)
This is a course for teachers who want to gain experience in the use of instructional technology both professionally and personally. The computer and modern interactive instructional technologies are valuable tools to support teaching and learning. Course participants will gain hands-on experience using and evaluating educational software and using the computer as a teacher's productivity tool. It also examines methods for integrating technology into the classroom. The emphasis is on designing, implementing and evaluating course work that integrates technology, with attention to meeting district technology goals, addressing the model academic standards for Wisconsin DPI and meeting the Wisconsin DPI Teacher Standards.

CED 525 Using Internet and Web as a Curricular Resource
(2 Cr.)
The Internet and World Wide Web are becoming ever more important tools to support student research and communication. Class members will learn methods and strategies for effective curricular use of the Internet/Web. Participants will discern and identify valid resources of significant educational value and plan to integrate their use as appropriate to support student learning. Prerequisite: CED 523 or departmental approval.

CED 526 Technology Connections
(3 Cr.)
Technology is shaping the school of the future. This overview of existing and emerging technologies includes hands-on experiences as well as discussion of effective implementation of multimedia in the classroom. Current topics include, but are not limited to digital photography, digital audio, digital video, DVD, wireless laptops, handhelds, and e-book software. Blended together, these technologies are creating a new culture of teaching and learning in the 21st century school. Prerequisite: CEd 510 or departmental approval.

CED 531 Multimedia Concepts and Authoring Tools
(3 Cr.)
In this course students will be given opportunities to review, research, practice through hands-on activities, and demonstrate effective teaching strategies using technology. Students will be introduced to digital storytelling and multimedia concepts related to graphics, sound and video. Students will examine presentation software and hardware used for educational purposes. Authoring tools exist today which make it possible to create powerful and exciting multimedia presentations. Students will learn to create multimedia presentations incorporating text, audio, graphic and video components. Students will investigate Web-based multimedia resources, including streaming media and associated technologies. Prerequisite: Departmental approval.

CED 534 Digital Media
(3 Cr.)
This course examines the applications that are available on the Internet and World Wide Web. Students develop skills in blogs, wikis, online office suites and more. Students also investigate podcasts, videologs and how all of this is integrated through curricular examples. Web 2.0 is a term often applied to a perceived ongoing transition of the World Wide Web from a collection of Web sites to a full-fledged computing platform serving web applications to end users. Ultimately Web 2.0 services are expected to replace desktop computing applications for many purposes.

CED 549 Technology Based Research and Statistics
(3 Cr.)
This course will help educators to read, understand and evaluate research. They will acquire knowledge of basic research design and guidelines for judging research quality. The course will provide an instruction to basic descriptive and inferential statistics. The emphasis will be on the roles such procedures play in interpreting research. The computer will be used to develop understanding of these statistics.

CED 551 Introduction to Technology Leadership
(1 Cr.)
This introductory course offers students the opportunity to assess their current leadership skills and knowledge and determine their learning needs for the Technology Leadership program that leads to administrative certification as a Technology Coordinator. Students will examine the facets of successful technology leadership, begin to develop a vision of leadership that meets the demands of an increasingly technological learning society and begin to construct a professional portfolio.

CED 553 Technology Leadership II
(3 Cr.)
This course focuses on issues of importance to technology coordinators, school administrators and others involved in the management of technology resources. Topics include strategic planning, faculty and staff development, hardware and software procurement, instructional implementation, management, security, maintenance, gender equity and ethics. Prerequisite: Department approval.

CED 554 School Business and Technology
(3 Cr.)
School Business and Technology will focus on the role of the technology coordinator in the creation of the Technology Plan as it relates to instruction and the purchase of appropriate hardware and software for applications. This course demonstrates the effective use of collaboration in the management of resources within the school district environment. Case studies will be used to simulate the complex tasks of technology planning and implementation in order to give students the practice and experience of the business end of technology leadership. Prerequisite: Department approval.

CED 555 School Law and Technology
(3 Cr.)
School law and its relationship to technology continue to emerge and evolve. School employees, school boards and students all need to have an understanding of personal and district responsibilities related to electronic communications, access to the Internet, ADA compliance, security of equipment and networks and intellectual property rights. In addition, liability issues, free speech, the Digital Millennium Act and educational uses of technology are the reference points for student discussion. A review of existing school district technology policy will take place as well as the study of statutory and case law for technology issues. Prerequisite: Department approval.

CED 571 Bibliographic and Reference Methods
(3 Cr.)
This course is intended to assist the prospective initial instructional library media specialist in learning reference methods, tools, techniques and procedures including patron guidance and education, use of electronic information access tools including online databases and Internet based resources. Prerequisite: Departmental approval..

CED 572 Developing Media Collections for Student and Staff Use
(3 Cr.)
This course is designed to assist the learner in becoming familiar with the methods and procedures used in organizing, managing and administering school media collections and instructional materials programs. Instruction will be conducted in a school library setting. Instructional methods employed will include lecture, discussion, field trips, case studies and guest speakers. Prerequisite: Departmental approval.

CED 573 Cataloging and Classifying Media Collections
(3 Cr.)
This class is intended to address issues and techniques of cataloging of print and electronic media and preparation of catalog entries. Participants will learn the characteristics and capabilities of electronic cataloging systems and develop competency in their use. Prerequisite: Departmental approval.

CED 574 Administering School Media Programs
(3 Cr.)
This course is designed to assist the learner in becoming familiar with the methods and procedures used in organizing, managing and administering school media collections and instructional materials programs. Instruction will be conducted in a school library setting. Instructional methods employed will include lecture, discussion, field trips, case studies and guest speakers. Prerequisite: Departmental approval.

CED 575 Collection Management, Access and Effective Use
(3 Cr.)
The primary topics of this course include access, collection management and use, technology, design and production of instructional resources. Copyright laws, trademarks and plagiarism will be discussed. Current trends in technology, library media resources and literature will also be explored. In addition, technology evaluations and resource lists for teacher use will be developed. The topics included are a partial list of the qualifications needed to complete the Professional Instructional Library Media Specialist Certification (902 license).

CED 576 Instructional Leadership and Communication
(3 Cr.)
The primary topics covered in this course include action research, instructional leadership and communications, and group dynamics. Curriculum and staff development, planning and goal setting and evaluation techniques will be explored. The Wisconsin Library Media Standards will be incorporated into the course as the role of the library media professional is discussed. Leadership development and collaborative partnerships will also be discussed. The topics are a partial list of the qualifications needed to complete the Professional Instructional Library Media Specialist Certification (902 license).

CED 577 Advanced School Media Administration
(3 Cr.)
The primary topics covered in this course include administration, professionalism and personal management. Development of needs assessment, goal setting and planning, and management of an effective library media program will be covered. In addition, professional organizations and legislation pertaining to the library media profession will be discussed. The topics included are a partial list of the qualifications needed to complete the Professional Instructional Library Media Specialist Certification. (902 license).

CED 581 Computer Systems and Hardware
(3 Cr.)
This course provides a conceptual tour of the inside of a computer, including a study of computer components, their structure and function. Class members will learn about the central processing unit, digital logic, computer arithmetic, data representation, instruction execution, and assembly language in a PC environment. Prerequisite: A working knowledge of a programming language.

CED 582 Data Structures
(3 Cr.)
Data Structures is an essential foundation for anyone who programs or is curious about how software works. This course deals with data management concepts, data storage and data access techniques. Course topics include abstract data types, encapsulation, strings, arrays, linked lists, file structures, recursion, graphs, trees, sorting, searching and an introduction to object oriented programming concepts. Prerequisite: Instructor consent.

CED 588 Operating Systems
(3 Cr.)
System software is an essential part of every computer system. Through lecture, demonstrations, projects and presentations, class members will explore system software concepts including operating systems, language translation, and software development tools. Additional topics will include software trends including artificial intelligence and expert systems. Prerequisite: CED 582 or department approval.

CED 589 Database Management Systems
(3 Cr.)
Because of their power and usefulness, an understanding of database management systems and their application is essential to anyone involved with information technology. This course is a study of Database Management Systems, DBMS models, databases design, implementation and development of database applications. Class members will work with Access extensively, as an example of a full featured and yet readily accessible database product. Prerequisite: CEd 582 or department approval.

CED 591 Topics in Educational Computing
(1 - 3 Cr.)
Topics of importance and current interest are the focus of this class.

CED 597 Creating Technology Leadership Portfolio
(2 Cr.)
This course will focus on the development of a licensure portfolio for the Technology Coordinator license. This course will provide students with instruction on the Wisconsin content standards and guidance on selecting artifacts for and organizing past experiences into a licensure portfolio. Students will create their own portfolio based on the Wisconsin Administrator Standards and the requirements for the Technology Coordinator License and they will submit artifacts to validate their professional competence.

CED 599 Culminating Experience
(1 - 4 Cr.)
This is a project-oriented capstone class usually taken at the end of one's graduate program. The nature of this study will be determined by the students in conjunction with their advisers. Culminating experience options will include practicum experiences, action research projects or a design and implementation project. The credits vary from 1-4 depending upon the project.

CEDO 501 Succeeding in Online Learning
(1 Cr.)
This course focuses on current computer and Web-based tools and the development of skills needed to succeed in online learning. Even experienced computer users may not be aware of some of the new collaborative tools used in online learning. The intent of this course is to provide a common skill set and knowledge base for all members of the cohort. Prerequisite: Department approval.

CEDO 510 Computer Systems: How They Work
(3 Cr.)
This course takes a conceptual and real-life tour of the inside of the modern computer. Students will study technical components, the structure and function and learn about the central processing unit, storage and communication. Topics include how do computers do their work and why they work the way they do. Current products and trends in computer technology are examined. The language of the machine itself is investigated. Prerequisite: Department approval or a working knowledge of programming.

CEDO 515 Using Productivity Tools Effectively
(3 Cr.)
Everyone knows how to word process -- or do they? Research indicates that even a frequent user of one of today's sophisticated productivity applications (word processing, spreadsheet, presentation tools) uses only about 10% of the available features. The intent of this course is to help participants learn to use these tools on a significantly deeper level to become more efficient users and more effective communicators. Prerequisite: Department approval.

CEDO 520 Internet Resources
(2 Cr.)
The Internet offers an array of services ranging from traditional services such as e-mail to current and emerging services such as engines, blogging, wiki and podcast hosting sites. Even very competent computer and Internet users are not always aware of the array of resources available to support learning, research and scholarly activities. The goal of this course is to develop awareness and understanding of these services, to reach proficiency in their use, and to learn to apply them wisely and effectively.

CEDO 525 Enhancing Learning Materials through Technology
(3 Cr.)
This course attempts to merge best practices in communication, technology, and learning theory to produce instructional/training materials aligned with district, state and/or national standards while employing effective teaching and training techniques.

CEDO 530 Digital Storytelling
(3 Cr.)
This course features the use of digital tools to improve communications and create powerful presentations. Students will learn to use a variety of audio, video and multimedia creation and authoring tools. There are a great many commonly available tools, some of which

are free, that enable people to easily capture and integrate graphics along with audio and video elements into effective and attractive presentations.

CEDO 535 Facilitating Collaboration Using Web 2.0 Tools
(3 Cr.)
Web 2.0 represents the transition of the World Wide Web from a collection of static Web sites to a full-fledged interactive computing platform serving Web applications to end users. We will examine Web 2.0 tools that facilitate and integrate peer collaboration and communication. Prerequisite: Department approval.

CEDO 540 Decision Making Using Data Collection
(3 Cr.)
Today, using data is required throughout the educational and business communities to support decision making and to formulate projections and plan future directions. This course covers the fundamentals of technology-based data collection, analysis, and subsequent use of the results to support informed decision making. The course also addresses use of data resources and data collecting on the Internet.

CEDO 550 Facilitating Online Learning
(3 Cr.)
Online teaching and learning is currently one of the fastest growing educational initiatives in the world. This course provides an overview of this phenomenon by exploring its evolution and current status. In this Web-based course, participants will actively use online tools, resources and best-practice strategies in both synchronous and asynchronous formats. Course activities address the needs and interests of both K-12 students and professional development trainers. Participants will develop foundational knowledge and basic skills essential to teaching and learning in this 21st century environment.

CEDO 555 Professional Portfolio Experience
(3 Cr.)
Using Web 2.0 materials, participants will develop a portfolio designed to demonstrate both knowledge of instructional technologies and mastery of their effective use. The portfolio is developed and housed online to facilitate updating and demonstrate continuous growth and improvement in the professional career. The portfolio developed in this course will be updated at the end of the program as the final exit option.

CEDO 565 Leadership and Planning
(3 Cr.)
Issues of importance to computer coordinators, school administrators and others involved in the management of technology resources are the focus of this class. Topics include strategic planning, faculty and staff development, hardware and software procurement, instructional implementation, management, security, maintenance, gender equity, and ethics.

CEDO 599 Culminating Experience: Digital Futures-Emerging Instructional Technologies
(2 Cr.)
This capstone course is designed to examine emerging instructional technologies. It identifies and examines possible technology futures and trends. Students will explore the latest cutting-edge technologies, how they may be applied, and their potential impact on education, business and life.

CEDU 516 Introduction to Programming
(3 Cr.)
Many programming languages are used today. Some are used to teach programming in high school, for commercial use in Web sites, and to create freestanding applications. Course participants, using problem-solving techniques, will learn to create, document, edit, debug, execute and test program applications and applets. Participants will have the opportunity to explore different programming languages and environments and the place of programming in the school curriculum. This course concentrates on an established and important language in use today. Prerequisite: Department approval.

CEDU 520 Developing and Implementing Instructional Technology
(3 Cr.)
This course gives educators the opportunity to read and synthesize research and to relate that research to practice. They will begin a review of the literature in preparation for action research, develop an action research proposal, and participate in the Institutional Review Board (IRB) process. During this process, class members will also investigate institutional change, the school improvement process, and data-driven decision making. This course considers two major paths: 1. The present, practical and pragmatic development of technology-related instruction. 2. Awareness of the impact of technology on the restructuring of learning environments.

CEDU 521 Learning with Technology: Effective Teaching Strategies
(3 Cr.)
This course is designed to apply the basic skills acquired in introductory coursework. In this course, students will be given opportunities to review current topics in education, practice with hands-on technology, and demonstrate effective teaching strategies using technology. This course examines methods for integrating technology into the classroom, including interactive multimedia, computers, and communications technologies. It focuses on current research pertaining to educational technology. The emphasis is on designing, implementing, and evaluating coursework that integrates technology with attention to meeting district technology goals, addressing the Model Academic Standards for Wisconsin DPI Teacher Standards. Prerequisite: CEd 510 or department approval.

CEDU 523 Introduction to Using the Internet and Web
(1 Cr.)
The Internet and World Wide Web are information access tools which are becoming widely available in schools. It is imperative that educators are able to use these resources themselves and to guide students in their effective and ethical use. This hands-on class provides a thorough introduction to using the Internet and World Wide Web. Prerequisite: Department approval.

CEDU 525 Using Internet and Web as a Curricular Resource
(2 Cr.)
The Internet and World Wide Web are becoming ever more important tools to support student research and communication. Class members will learn methods and strategies for effective curricular use of the Internet/Web. Participants will discern and identify valid resources of significant educational value and plan to integrate their use as appropriate to support student learning. Prerequisite: CED 523 or department approval.

CEDU 527 Leadership and Planning
(3 Cr.)
Issues of importance to computer coordinators, school administrators and others involved in the management of technology resources are the focus of this class. Topics include strategic planning, faculty and staff development, hardware and software procurement, instructional implementation, management, security, maintenance, gender equity and ethics. Prerequisite: Department approval.

CEDU 531 Multimedia Concepts and Authoring Tools
(3 Cr.)
In this course students will be given opportunities to review, research, practice through hands-on activities, and demonstrate effective teaching strategies using technology. They will be introduced to digital storytelling and multimedia concepts related to graphics, sound and video. Students will examine presentation software and hardware used for educational purposes. Authoring tools exist today that make it possible to create powerful and exciting multimedia presentations. Students will learn to create multimedia presentations incorporating text, audio, graphic and video components. They also will investigate Web-based multimedia resources, including streaming media and associated technologies. Prerequisite: Department approval.

CEDU 534 Digital Media
(3 Cr.)
This course examines the applications that are available on the Internet and World Wide Web. Students will develop skills in blogs, wikis, online office suites and more. Students also will investigate podcasts, videologs and how all of this is integrated through curricular examples. Web 2.0 is a term often applied to a perceived ongoing transition of the World Wide Web from a collection of Web sites to a full-fledged computing platform serving Web applications to end users. Ultimately Web 2.0 services are expected to replace desktop computing applications for many purposes.

CEDU 549 Technology Based Research and Statistics
(3 Cr.)
This course helps educators to read, understand and evaluate research. They will acquire knowledge of basic research design and guidelines for judging research quality. The course provides an instruction to basic descriptive and inferential statistics. The emphasis is on the roles such procedures play in interpreting research. The computer will be used to develop understanding of these statistics.

CEDU 551 Introduction to Technology Leadership
(1 Cr.)
This introductory course offers students the opportunity to assess their current leadership skills and knowledge and determine their learning needs for the Technology Leadership program that leads to administrative certification as a technology coordinator. Students will examine the facets of successful technology leadership, begin to develop a vision of leadership that meets the demands of increasingly technological learning society, and begin to construct a professional portfolio.

CEDU 552 Statistics for Leaders I
(3 Cr.)
This course focuses on the relevance of statistics to the day-to-day lives of school teachers and uses technology tools to allow teachers to cut right to the statistical selection and interpretation. In this course, educational leaders will improve their skills in problem

analysis, program and student evaluation, data-based decision making, and report preparation based on actual school situations. This technology-based approach to the study, analysis, and application of quantitative statistical principles provides the tools to facilitate more appropriate and effective decision making using existing school data.

CEDU 553 Technology Leadership II
(3 Cr.)
This course focuses on issues of importance to technology coordinators, school administrators and others involved in the management of technology resources. Topics include strategic planning, faculty and staff development, hardware and software procurement, instructional implementation, management, security, maintenance, gender equity and ethics. Prerequisite: Department approval.

CEDU 554 School Business and Technology
(3 Cr.)
This course focuses on the role of the technology coordinator in the creation of the technology plan as it relates to instruction and the purchase of appropriate hardware and software for applications. This course demonstrates the effective use of collaboration in the management of resources within the school district environment. Case studies are used to simulate the complex tasks of technology planning and implementation in order to give students the practice and experience of the business end of technology leadership. Prerequisite: Department approval.

CEDU 555 School Law and Technology
(3 Cr.)
School law and its relationship to technology continue to emerge and evolve. School employees, school boards and students all need to have an understanding of personal and district responsibilities related to electronic communications, access to the Internet, ADA compliance, security of equipment and networks, and intellectual property rights. In addition, liability issues, free speech, the Digital Millennium Act, and educational uses of technology are the reference points for student discussion. A review of existing school district technology policy will take place as well as the study of statutory and case law for technology issues. Prerequisite: Department approval.

CEDU 571 Bibliographic and Reference Methods
(3 Cr.)
This course is intended to assist the prospective initial instructional library media specialist in learning reference methods, tools, techniques and procedures including patron guidance and education and use of electronic information access tools, such as online databases and Internet-based resources. Prerequisite: Department approval.

CEDU 572 Developing Media Collections for Student and Staff Use
(3 Cr.)
This class is intended to address issues and techniques of cataloging of print and electronic media and preparation of catalog entries. Participants will learn the characteristics and capabilities of electronic cataloging systems and develop competency in their use. Prerequisite: Department approval.

CEDU 573 Cataloging and Classifying Media Cols
(3 Cr.)
This class is intended to address issues and techniques of cataloging of print and electronic media and preparation of catalog entries. Participants will learn the characteristics and capabilities of electronic cataloging systems and develop competency in their use. Prerequisites: Departmental Approval.

CEDU 574 Administering School Media Programs
(3 Cr.)
This course is designed to assist the learner in becoming familiar with the methods and procedures used in organizing, managing and administering school media collections and instructional materials programs. Instruction is conducted in a school library setting. Instructional methods employed include lecture, discussion, field trips, case studies and guest speakers. Prerequisite: Department approval.

CEDU 581 Computer Architecture
(3 Cr.)
This course provides a conceptual tour of the inside of a computer, including a study of computer components, their structure and function. Class members will learn about the central processing unit, digital logic, computer arithmetic, data representation, instruction execution, and assembly language in a PC environment. Prerequisite: Working knowledge of a programming language.

CEDU 582 Programming II: Data Structures
(3 Cr.)
Data Structures is an essential foundation for anyone who programs or is curious about how software works. This course deals with data management concepts, data storage and data access techniques. Course topics include abstract data types, encapsulation, strings,

arrays, linked lists, file structures, recursion, graphs, trees, sorting, searching and an introduction to object-oriented programming concepts. Prerequisite: Instructor consent.

CEDU 595 Technology Academy
(3 Cr.)
It is essential that educators are aware of new technologies and are able to use them and assess their curricular impact. Organized like a conference, this academy is designed to allow each participant to design a technology experience most relevant to their professional and curricular needs.

CEDU 598 Professional Portfolio Experience
(3 Cr.)
Using Web 2.0 materials, participants will develop a portfolio designed to demonstrate both knowledge of instructional technologies and mastery of their effective use. The portfolio is developed and housed online to facilitate updating and demonstrate continuous growth and improvement in the professional career. The portfolio developed in this course will be updated at the end of the program as the final exit option.

CEDU 626 Statistics for Educators
(3 Cr.)
This course will provide a foundation in the importance of data as an evaluative tool and the application of data analysis (statistics) in the classroom. The course will include information on using different types of data, both descriptive and inferential. Students will learn how to analyze this data in order to measure the effectiveness of classroom practice. The course will provide an introduction to measures of central tendency and variation, correlation, norm-referenced and criterion referenced test scores, test validity and reliability, standard scores, and t-tests. The course format will employ a combination of team and individual activities to develop student skills in designing classroom research and in applying data analysis to the classroom environment. The use of technology as a tool for data analysis is an important course component.

Mathematics (MT)

MT 501 Topics in Mathematics Content
(3 Cr.)
Mathematical topics of current interest are the focus of this class. Prerequisite: Departmental approval.

MT 522 Topics in Geometry
(3 Cr.)
This one-semester introduction to Euclidean and non-Euclidean geometries serves as an introduction to mathematical proof. Through an exploration of properties of plane geometry and Euclid's Postulates, students will develop skill in logical mathematical reasoning, and learn to develop good mathematical proofs. The importance of axiomatic reasoning is developed through experiences with some non-Euclidean geometries. While not a teaching methods course, practical ways to implement geometry into the middle/high school curriculum will be modeled through the use of dynamic geometry software. Also listed under MT 320. Prerequisite: Strong background in algebra (college algebra or equivalent) and departmental approval.

MT 540 Mathematical Modeling
(3 Cr.)
Mathematical modeling is a mathematical tool for solving real-world problems. In this course, students study a problem-solving process. They learn how to identify a problem, construct or select appropriate models, figure out what data needs to be collected, test the validity of a model, calculate solutions, and implement the model. Emphasis lies on model construction in order to promote student creativity and demonstrate the link between theoretical mathematics and real-world applications. Also listed under MT 410. Prerequisite: MT 211.

MT 565 Data Analysis and Interpretation
(3 Cr.)
Exploratory data analysis is used to introduce basic concepts of descriptive and inferential statistics, and to foster the ability to reason statistically. Topics include summarizing and presenting categorical and quantitative data; descriptive statistics and graphical presentation of data; assessing statistical significance; probability and counting methods; sampling from populations; investigations of discrete and continuous probability distributions; hypergeometric, binomial, and normal probability distributions; point and interval estimation of population parameters; and hypothesis testing. While not a teaching methods course, practical ways to implement statistics into the middle/high school curriculum will be modeled using manipulatives, computer simulations and relevant computer software. Also listed under MT 365. Prerequisite: Strong background in algebra (college algebra or equivalent) and departmental approval.

MT 583 Discrete Mathematical Structures

(3 Cr.)

Topics include logical reasoning, truth tables, and Boolean algebra; modular arithmetic, mathematical induction, and properties of the integers; functions, relations, and equivalence relations; an introduction to proofs and proof writing; and an introduction to graph theory. Also listed under MT 315. Prerequisite: Strong skills in algebra (college algebra or equivalent) and departmental approval.

MT 591 Current Topics (Math Content)

(3 Cr.)

Topics of current interest in mathematics education will be covered in a practical, classroom-oriented format. Prerequisite: Departmental approval.

Graduate Education

ED 599 Supervision of Student Teachers

(1 Cr.)

A course designed to assist the cooperating, on-site teacher working with a student teacher. The emphasis is on communication, orientation, supervision and evaluation skills. The course reviews the preparation and expectations of Stritch pre-service students.

Educational Leadership

EDU 571 Introduction to Leadership

(3 Cr.)

This course analyzes how leaders operate within the needs of organizations in the 21st century. The goal is for students to examine themselves to understand core values and align these values with leadership of the organization. Specifically, students examine their own formation (what influenced me?) and values (what do I value?) in reference to their leadership within their organizational context (where am I now?) in order to construct a personal leadership position (where am I going as a leader?) that is informed by their formation and values and incorporates feedback from others about their leadership behavior.

EDU 573 Introduction to Organizational Theory

(4 Cr.)

This course prepares students to analyze an organization's effectiveness and readiness for improvement and innovations through four frames: cultural, structural, human resource, and political. Additionally students will learn to integrate their frame analysis into an integrated systems view taking into account the natural phenomena of complexity, chaos and dissonance. How has organizational theory evolved into current systems perspectives? How can I analyze my organization to determine readiness for improvement and innovation? What are the implications of understanding my organization for organizational improvement and innovation? Prerequisite: EDU 571.

EDU 575 Leading Organizational Development

(4 Cr.)

Systems thinking, adaptive leadership, and understanding the change process are crucial to the achievement of healthy, productive classrooms, schools, and districts. This course will focus on developing a systems perspective, developing an understanding between addressing technical problems and solving adaptive challenges, and understanding the components of creating professional learning communities. Students will apply these understandings to their school improvement plans in order to support the achievement of quality outcomes and build organizational capacity and adaptability. Prerequisite: EDU 571, EDU 573.

EDU 576 Leadership in Planning, Facilitating and Assessing Learning

(3 Cr.)

This course focuses on historical and current approaches to curriculum development, the role of national and state content and performance standards, and the process of curriculum planning and alignment to maximize opportunities for student learning. Students develop an understanding of different ways to organize curriculum and align it to appropriate standards and assessments. In addition they develop expertise in the process of leading an organization to facilitate curricular change. As a part of the course, students develop a component of a School Improvement Plan related to curriculum planning and development.

EDU 577 Seminar in Educational Leadership/Professional Learning

(1 Cr.)

Students will explore their current beliefs and understandings about leadership in general and their role as facilitator of professional learning, teacher leader and teacher researcher, specifically. Through reading, reflection and dialogue, students will begin to create a learning plan to guide their master's studies. The plan will emanate from their analysis of the discrepancy between what they know and what they want to learn in the areas of teacher leadership, professional learning, and research based on program outcomes and performance indicators.

EDU 578 Human Resource Leadership for the Learning Organization
(3 Cr.)
This course focuses on the "human" sides of leadership. It begins with an introduction to adult motivation, career cycles and staff development. It then shifts to the hiring process—recruitment, selection, orientation and teacher induction—before exploring conflict resolution.

EDU 580 Developing, Supervising and Evaluating Staff
(3 Cr.)
This course will present a variety of models and processes for new and experienced staff in the area of instructional supervision as well as teacher evaluation. In addition, organizational and individual factors affecting the processes will be explored. Simulated experiences will allow class participants to develop and practice their skills and knowledge throughout the course. This course builds on the Human Resources Leadership course (EDU 578) by reinforcing many of the concepts through application and extension, including the development of a supervision and evaluation plan.

EDU 582 School Law
(3 Cr.)
School Law is designed to provide the student with a working knowledge of the legal concepts that frame the operation of American education. While statutory and case law serve as the reference points for student discussion, the principal objective is to gain an understanding of the relationship between the legal issues of education and the implications for administrative leadership with an emphasis on its impact on learning. Constitutional law plays an integral part in the application of school law and is, therefore, an underpinning of the course.

EDU 584 School Business
(3 Cr.)
This course focuses on the role of the school principal as a leader and facilitator of the business and communications operation of a school building. Students are actively involved in developing the skills needed to facilitate the business and organizational operation of the school building. Course activities require the students to effectively use collaborative approaches to manage resources within a school environment.

EDU 586 Analysis of System Leadership
(2 Cr.)
This is the final course in the Masters in Educational Leadership program. Its purpose is to synthesize prior learning around systems. The course prepares students to: a) apply knowledge, skills, values and attitudes to real-life case studies; b) refine the personal leadership position based on the accumulation of individual course key knowledge and input from experienced leaders; c) submit a professional portfolio based on the Wisconsin Administrator Standards; d) submit written copies of their final comprehensive School Improvement Plan (SIP) (one copy for feedback to be included in the portfolio and one copy for the department permanent files); e) prepare a presentation of their final SIP for a small-group audience.

EDU 588 Data Driven Decision Making for School Improvement
(3 Cr.)
This course introduces students to the basic language and processes of data analysis in preparation for the development of a School Improvement Plan. The goals of the course are to prepare students to develop a School Improvement Plan (SIP) proposal; select a unit of study for proposal (typically a school or a part of a school such as a department); decide on a focus for school improvement within the unit of study; analyze student achievement data; and begin to formulate a plan for data collection. Students are exposed to different types of data collection methods both quantitative (with a focus on surveys and analysis of existing data) and qualitative (through a focus on case studies, interviews and focus groups).

EDU 595 Legal Aspects of Pupil Services and Special Education
(3 Cr.)
The content of this course includes examination and discussion of the historical foundations of special education law and the examination, discussion and application of special education law. Emphasis is on the Individual Education Program (IEP) process including eligibility, IEP development and placement, due process, parental/student rights, dispute resolution, student discipline, and the relationship between special education law and other existing laws and regulations including No Child Left Behind (NCLB), Section 504 of the Rehabilitation Act of 1973, Title I, Title IX, Family Education Rights and Privacy Act (FERPA), Health Insurance and Portability Accountability Act (HIPPAA), and laws related to English Language Learners(ELL), child abuse and neglect, homeless children, children at risk, home schooling, regulations regarding parochial/private school students with disabilities and reporting mandates.

EDU 596 Meeting the Needs of Diverse Learners
(2 Cr.)
The content of this course includes examination, discussion, and application of the following topics to effectively meet the needs of all learners: Response to Intervention (RtI), service delivery models, and various instructional models including Universal Design for Learning. Connections to various stakeholders, including parents and community agencies, are explored.

EDU 597 Leadership and Administration of Pupil Services and Special Education
(3 Cr.)
The content of this course includes the examination, application and discussion of various areas that are necessary to provide effective leadership, administration and advocacy of pupil services and special education. This includes: supervision of instruction, staff development, service delivery including staffing, and fiscal management.

EDU 642 Instructional Mentoring
(1 Cr.)
This is a foundational course that focuses on the knowledge, skills and understandings that are critical for those who work with beginning teachers. The training is guided by the belief that learning to teach is a career-long developmental process that involves a continuous cycle of planning, teaching and reflecting. The heart of the work is to respond to each new teacher's developmental and contextual needs and to promote the ongoing examination of classroom practice to improve student learning as it relates to the Wisconsin Teacher Standards.

EDU 643 Coaching and Observation Strategies
(1 Cr.)
This coaching course focuses on the collection of observation data in relationship to the Wisconsin Teacher Standards and on the ways in which data can be shared with beginning or veteran teachers to improve instructional practice and consequently student achievement. Emphasis is placed on the language and behavior of support to develop a trusting relationship between mentor/coach and teacher.

EDU 644 Analyzing Student Work to Guide Instruction
(2 Cr.)
Mentors, according to PI34, are to have input into the formative assessment of initial educators. In this course mentors learn how to work with initial educators as they examine student work and gather data. Mentors will be provided with a tool and strategies for helping teachers identify student needs, plan for differentiated instruction, and ensure equitable learning outcomes. As a result of studying this information, teachers learn to change their instruction through enhanced differentiation and keener lesson design. The educator will be expected to apply the knowledge, skills and understanding of the training. The mentor will facilitate a session of guiding his/her mentee through the process of analyzing student work to guide instruction. After the working session with the mentee, then mentor will attend a seminar to reflect and discuss the strengths and challenges he/she had of mentoring a teacher in the analysis of student work.

EDU 645 Designing and Presenting Professional Development
(1 Cr.)
This course focuses on the importance of professional development in moving teacher practice forward. While it is acknowledged that one-on-one support coupled with formative assessment is the cornerstone of effective induction programs, new teachers can benefit from being brought together in meaningful and responsive learning experiences. A significant component of this training is the understanding of the fundamental principles of adult learning theory and the strategies that support adult learning.

EDU 646 Mentoring for Equity
(1 Cr.)
This course focuses on a framework for teaching for equitable outcomes and for mentoring beginning and veteran teachers from an equity perspective within the context of the Wisconsin Teacher Standards. Inequities regarding race, language, and culture in the classroom and school-wide will be addressed in this session. This training is guided by the belief that we must uncover and address inequities in pedagogy, content, and climate in order to teach all students successfully.

EDU 648 Coaching in Complex Situations
(1 Cr.)
This course is designed for mentors and coaches to develop the knowledge, skills and dispositions to address situations in the beginning and veteran teachers' classrooms that cannot be ignored while maintaining relationships that have been built upon respect and trust. This advanced coaching course focuses on supporting the mentors' professional development to coach strategically and to find solutions to challenging situations.

EDU 690 Understanding, Supporting and Facilitating the Spirit of PI-34
(3 Cr.)
This course is designed for the purpose of supporting other educators in developing, implementing, and evaluation Professional Development Plans (PDP) for Wisconsin Educator Licensure. The course will be devoted to understanding the various components of PI-34, the various educational standards in the state of Wisconsin, and the process of developing a Professional Development Plan as well as supporting others in this process. After successful completion of this course, and additional DPI training, educators will be qualified to become adjunct faculty to serve Institution of Higher Education (IHE) representatives for Cardinal Stritch University on PDP review teams. Educators will be expected to develop an individual PDP based on their current work context.

EDUO 571 Introduction to Leadership Theory
(3 Cr.)
This course analyzes how leaders operate within the needs of organizations in the 21st century. The goal is for students to examine themselves to understand core values and align these values with leadership of the organization. Specifically, students examine their own formation (what influenced me?) and values (what do I value?) in reference to their leadership within their organizational context (where am I now?) in order to construct a personal leadership position (where am I going as a leader?) that is informed by their formation and values and incorporates feedback from others about their leadership behavior.

EDUO 573 Introduction to Organizational Theory
(4 Cr.)
This course prepares students to analyze an organization's effectiveness and readiness for improvement and innovations through four frames: cultural, structural, human resource, and political. Additionally students will learn to integrate their frame analysis into an integrated systems view taking into account the natural phenomena of complexity, chaos and dissonance. How has organizational theory evolved into current systems perspectives? How can I analyze my organization to determine readiness for improvement and innovation? What are the implications of understanding my organization for organizational improvement and innovation? Prerequisite: EDU 571.

EDUO 575 Leading Organizational Development
(4 Cr.)
Systems thinking, adaptive leadership, and understanding the change process are crucial to the achievement of healthy, productive classrooms, schools, and districts. This course will focus on developing a systems perspective, an understanding between addressing technical problems and solving adaptive challenges, and an understanding of the components of creating professional learning communities. Students will apply these understandings to their school improvement plans in order to support the achievement of quality outcomes and build organizational capacity and adaptability. Prerequisite: EDU 571, EDU 573.

EDUO 576 Leadership in Planning, Facilitating and Assessing Learning
(3 Cr.)
This course focuses on historical and current approaches to curriculum development, the role of national and state content and performance standards, and the process of curriculum planning and alignment to maximize opportunities for student learning. Students develop an understanding of different ways to organize curriculum and align it to appropriate standards and assessments. In addition they develop expertise in the process of leading an organization to facilitate curricular change. As a part of the course, students develop a component of a School Improvement Plan related to curriculum planning and development.

EDUO 578 Human Resource Leadership for the Learning Organization
(3 Cr.)
This course focuses on the "human" sides of leadership. It begins with an introduction to adult motivation, career cycles and staff development. It then shifts to the hiring process—recruitment, selection, orientation and teacher induction—before exploring conflict resolution

EDUO 580 Developing, Supervising and Evaluating Staff
(3 Cr.)
This course will present a variety of models and processes for new and experienced staff in the area of instructional supervision as well as teacher evaluation. In addition, organizational and individual factors affecting the processes will be explored. Simulated experiences will allow class participants to develop and practice their skills and knowledge throughout the course. This course builds on the Human Resources Leadership course (EDU 578) by reinforcing many of the concepts through application and extension, including the development of a supervision and evaluation plan.

EDUO 582 School Law
(3 Cr.)
School Law is designed to provide the student with a working knowledge of the legal concepts that frame the operation of American education. While statutory and case law serve as the reference points for student discussion, the principal objective is to gain an understanding of the relationship between the legal issues of education and the implications for administrative leadership with an

emphasis on its impact on learning. Constitutional law plays an integral part in the application of school law and is, therefore, an underpinning of the course.

EDUO 584 School Business
(3 Cr.)
This course focuses on the role of the school principal as a leader and facilitator of the business and communications operation of a school building. Students are actively involved in developing the skills needed to facilitate the business and organizational operation of the school building. Course activities require the students to effectively use collaborative approaches to manage resources within a school environment.

EDUO 586 Analysis of System Leadership
(2 Cr.)
This is the final course in the Masters in Educational Leadership program. Its purpose is to synthesize prior learning around systems. The course prepares students to: a) apply knowledge, skills, values and attitudes to real-life case studies; b) refine the personal leadership position based on the accumulation of individual course key knowledge and input from experienced leaders; c) submit a professional portfolio based on the Wisconsin Administrator Standards; d) submit written copies of their final comprehensive School Improvement Plan (SIP) (one copy for feedback to be included in the portfolio and one copy for the MEL department permanent files); e) prepare a presentation of their final SIP for a small-group audience.

EDUO 588 Data Driven Decision Making for School Improvement
(3 Cr.)
This course introduces students to the basic language and processes of data analysis in preparation for the development of a School Improvement Plan. The goals of the course are to prepare students to develop a School Improvement Plan (SIP) proposal; select a unit of study for proposal (typically a school or a part of a school such as a department); decide on a focus for school improvement within the unit of study; analyze student achievement data; and begin to formulate a plan for data collection. Students are exposed to different types of data collection methods both quantitative (with a focus on surveys and analysis of existing data) and qualitative (through a focus on case studies, interviews and focus groups).

Teaching

EDM 512 Developmental Literacy Pre-K-Primary
(4 Cr.)
This course focuses on the relationship between language and literacy development in pre-kindergarten through primary grade level students. Students will learn how to plan and provide instruction in the areas of reading, writing, listening, and speaking and to assess student performance. A variety of contexts to facilitate the development of language and literacy will be explored. Fifteen hours of clinical experience are required for completion of this course.

EDM 540 Early Childhood Curriculum and Instruction
(4 Cr.)
Students will explore and practice the skills needed to provide a developmentally appropriate curriculum for young children. This course includes curriculum design, various curriculum models, methodology, informal assessment and prescriptive instructional planning. This course is required for EC certification track.

EDM 550 Teaching Early Adolescent/Middle Level Education
(3 - 4 Cr.)
This course provides professional preparation for teachers of 10-14-year-old students. The course focuses on young adolescent development, middle-level curriculum and organization, and middle-level planning, teaching and assessing. The current trends in middle-level education as well as best practice of middle-level teacher preparation as defined by the National Middle School Association are explored.

EDM 590 Student Teaching: Early Childhood
(4 - 10 Cr.)
This course provides students the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. The course focuses on the practices and roles of the beginning classroom teacher in a diverse, global world. This is required for EC certification track. Prerequisite: Praxis II, departmental approval.

EDM 620 Introduction to Action Research
(1 Cr.)
Students receive an overview of action research, brainstorm possible research topics, receive information about searching online for scholarly journals, view previous action research studies, and interview Masters of Arts in Teaching (MAT) graduates. Students search and locate scholarly journals to construct an annotated bibliography that may support their action research plan in EDM 624 Action

Research Methodology. Students read and summarize a research study from a scholarly journal in preparation for writing Chapter Two in EDM 634 Action Research Application.

EDM 624 Action Research Methodology
(3 Cr.)
This course provides an introduction to reading scholarly research and to research design in general, and focuses on action research methodology. Students will learn to identify, analyze, and summarize scholarly research. Students also will develop and conduct an initial literature review and proposal plan for the action research project associated with EDM 634. Students will develop an action research plan, write drafts of chapters one and three of the action research master's thesis, and prepare to implement their action research plans in EDM 634. This action research project will serve as the foundation for the master's thesis. Prerequisite: CED 549.

EDM 634 Action Research Application
(2 Cr.)
This course provides an opportunity for teachers to engage in action research in their classrooms and schools. Students will engage in authentic research and write a formal five-chapter master's thesis. Passing EDM 634 is a requirement for the completion of the Master of Arts in Teaching degree. Prerequisite: EDM 624.

EMA 500 EC-MC and MC-EA Seminar I
(2 Cr.)
This course introduces teacher candidates to the profession of education, Cardinal Stritch University's College of Education and Leadership, and the MAT program. Included in this course is an introduction to the InTASC Teachers Standards, the Common Core State Standards, and the Wisconsin State Model Academic Standards. Teacher candidates will be exposed to the program's portfolio assessment process, cohort learning models and cognitive learning theories. In addition, this course introduces the field experiences. Prerequisite: Admission to MAT program.

EMA 501 EA-A and EC-A Seminar I
(2 Cr.)
This course introduces teacher candidates to the profession of education, the InTASC Teacher Standards, the Common Core State Standards, and the Wisconsin State Model Academic Standards. Teacher candidates will examine their paradigm of learning and teaching, attitudes and disposition of effective teachers, and their role in a cohort learning model. Other topics that are addressed include the concept of best practice and cognitive neuroscience in education. Prerequisite: Admission to MAT program.

EMA 511 EC-MC and MC-EA Fundamentals of Instruction and Assessment
(4 Cr.)
This course is designed specifically to model effective instructional and assessment strategies. It introduces teacher candidates to current learning theory, lesson planning models, assessment, differentiated instruction and issues of diversity. Portfolio I (part of the MAT Portfolio Assessment system) and Field Experience I are facilitated through this course as well. Prerequisite: Admission to MAT program. Corequisite: EMA 550.

EMA 513 EA-A and EC-A Fundamentals of Instruction and Assessment
(4 Cr.)
This course addresses the conceptual framework that guides the art and science of teaching. It introduces teacher candidates to current learning theory, a lesson planning format and differentiated instruction and assessment strategies appropriate for adolescent learners. Portfolio I (part of the MAT Portfolio Assessment system) and Field Experience I are facilitated through this course as well. Prerequisite: Admission to MAT program. Corequisite: EMA 553.

EMA 523 Pre K-Primary Theories of Literacy and Learning
(4 Cr.)
This course focuses on the relationship between language and literacy development in pre-kindergarten through primary grade-level students. Teacher candidates will learn how to plan and provide instruction in the areas of reading, phonics, writing, listening, and speaking, and to assess student performance. A variety of contexts to facilitate the development of language and literacy will be explored. This course requires 15 hours of field experience. Prerequisite: Admission to MAT program.

EMA 525 Adolescent Literature and Learning with Multimedia Texts
(4 Cr.)
This course is designed to explore the role of literature and multimedia texts in literacy development; that is, to teach young adults to use literature and multimedia texts for personal and academic interests. Its immediate focus is on the examination of genres, authors, subjects, literary devices, issues, themes and future trends of young adult literature. Its broader focus is on helping teachers understand theory and practices regarding reader response to print and multimedia texts and its contribution to literacy development, higher-level thinking, and learning. This course requires 15 hours of field experience. Prerequisite: Admission to MAT program.

EMA 530 EC-MC and MC-EA Field Experience I
(1 Cr.)
Field Experience I provides an opportunity for teacher candidates to explore the teaching profession in an elementary classroom setting. Teacher candidates will observe and participate in a variety of lessons and activities in the assigned placement. The goal of the observations is to identify the InTASC teacher standards in action and teach three lessons during the required 35 hours. A portion of the third lesson will be videotaped. Prerequisite: Admission to MAT program. Corequisite: EMA 511.

EMA 531 EA-A and EC-A Field Experience I
(1 Cr.)
This course provides an opportunity for teacher candidates to explore the teaching profession in a middle/secondary classroom setting. Teacher candidates will observe and participate in a variety of lessons and activities in the assigned placement. The goal of the observations is to identify the InTASC teacher standards in action and teach three lessons during the required 35 hours. A portion of the third lesson will be videotaped. Prerequisite: Admission to MAT program. Corequisite: EMA 513.

EMA 535 EC-MC and MC-EA Clasroom Management and Cultural Diversity
(1 Cr.)
This course prepares the teacher candidate to create a learning environment that encourages positive social interaction and active engagement in learning among K-8 students with a wide range of academic, social, and emotional differences. Course instruction is grounded in the understanding and appreciation of diverse cultures with the goal of supporting teacher candidates in moving toward cultural proficiency. Instructional strategies and classroom techniques that promote student learning and classroom community are explored. In addition, a wide variety of classroom management challenges and issues are addressed using current research. Prerequisite: Admission to MAT program.

EMA 536 EA-A and EC-A Classroom Management and Cultural Diversity
(1 Cr.)
This course prepares the teacher candidate to create a learning environment that encourages positive social interaction and active engagement in learning among grade 6-12 students with a wide range of academic, cultural, social, and emotional differences. Instructional strategies and classroom techniques that promote student learning and classroom community will be explored. A variety of classroom management challenges and issues are addressed using current research. Prerequisite: Admission to MAT program.

EMA 543 EC-MC and MC-EA Math Methods
(1 Cr.)
This course is designed to create competencies in mathematics methods for students preparing to teach in the pre-K-8 classroom. Through reading, writing, and talking about mathematics as well as engaging in hands-on mathematics activities, teacher candidates will develop the skills necessary to successfully create, implement, and assess appropriate mathematics activities for pre-K-8 grade levels. Prerequisite: Admission to MAT program.

EMA 544 EC-MC and MC-EA Science Methods
(1 Cr.)
This course is designed to help teacher candidates develop competencies in instructional methods appropriate for science content for various pre-K-8 grade levels. Teacher candidates will research and investigate aspects of science lessons including student thought process, set-up time, topic adjustment, evaluation processes, environmental education, and meeting national and state science standards. Prerequisite: Admission to MAT program.

EMA 546 Elementary-Middle School Social Studies
(1 Cr.)
This course is designed to develop competencies in instructional methods to successfully create and implement social studies lessons appropriate for various pre-K-8 grade levels. Teacher candidates will research and investigate aspects of the social studies standards, including the topic of Wisconsin Indian treaties and tribal sovereignty, and become familiar with lesson and unit plan designs for the content area. Prerequisite: Admission to MAT program.

EMA 547 EC-MC and MC-EA Fine Arts Methods
(1 Cr.)
Teacher candidates will explore aspects of the arts that are an integral part of every pre-K-8 classroom. The course offers effective aids for teaching art in elementary schools and studies the current trends in instruction and methods. Students also will work to create an integrated art-social studies lesson or unit. Prerequisite: Admission to MAT program.

EMA 548 Advanced Curriculum Planning in Specific Content Areas
(4 Cr.)
This course addresses specific content methods in secondary education in English, mathematics, science, social studies, foreign/world languages, art, music or theater. Teacher candidates will use content-specific instructional resources commonly used in grades six through twelve as well as study the current trends and best practice in their respective content areas. Prerequisite: EMA 553.

EMA 550 EC-MC and MC-EA Benchmark I
(0 Cr.)
Teacher candidates will demonstrate beginning proficiency in the areas of planning, instruction, and assessment as defined by edTPA. Students will submit artifacts from course work and demonstrate competency in the areas of professional writing, oral presentation, and lesson planning. Portfolio I focuses on InTASC Teacher Standards 2, 5, 8, and 9. Corequisite: EMA 511.

EMA 551 Advanced Elementary/Middle School Methods and Assessment
(4 Cr.)
This course is designed to develop in-depth skills in teaching and assessment methods for the elementary- and middle-level student in an inclusive classroom. The teacher candidate will develop lesson and unit plans which incorporate research-based methods, best practices in the content areas, adaptations for students with diverse learning needs, and current early instructional and official assessment practices. Course topics include essential teaching strategies that are foundational for teacher effectiveness, instructional models designed to reach specific learning objectives, backward design unit plans, facets of understanding, constructivist theory, media/technology literacy, and standards-based assessment designs. Field Experience II is facilitated through this course. Prerequisite: EMA 550. Corequisite: EMA 570.

EMA 553 EA-A and EC-A Benchmark I
(0 Cr.)
Teacher candidates will demonstrate beginning proficiency in the areas of planning, instruction, and assessment as defined by edTPA. Students will submit artifacts from course work and demonstrate competency in the areas of professional writing, oral presentation, and lesson planning. Portfolio I focuses on InTASC Teacher Standards 2, 5, 8, and 9. Prerequisite: Admission to MAT program. Corequisite: EMA 513.

EMA 554 EA-A and EC-A Methods, Assessment and Unit Writing
(4 Cr.)
This course focuses on secondary education methods and assessment, and is intended for secondary teacher candidates who are preparing to teach at the middle adolescent-adolescent level within inclusive settings. Teacher candidates will explore and study instructional strategies which incorporate research-based methods, best practice, current assessment practices, and technology appropriate for middle- and secondary-level students. The assessment component is designed to orient teacher candidates to a flexible perspective of secondary classroom assessment. Prerequisite: EMA 553.

EMA 563 Upper Elementary/Middle Theories of Literacy and Learning
(4 Cr.)
The content of this course includes examination, discussion, and application of teacher and student strategies for promotion of word identification; fluency; comprehension; study skills; written expression; selection of appropriate literature, practice materials, and technology; formats for organizing classroom instruction; and procedures for assessing and monitoring learner progress. The emphasis for teacher candidates in this course is literacy learning and instruction for students in grades 4-8. This course requires 15 hours of field experience. Prerequisite: EMA 550.

EMA 566 Literacy and Learning in the Content Areas
(4 Cr.)
This is a practical course designed to help content-area teacher candidates become effective teachers of reading in the classroom setting. Its immediate focus is on helping teacher candidates improve students' ability to read to learn and use literate thinking and academic language in each content area. Its broader focus is on helping teacher candidates improve the way students use reading, writing, speaking, listening and viewing to think about and learn content. This course requires 15 hours of field experience in a secondary classroom.

EMA 570 EC-MC and MC-EA Field Experience II
(1 Cr.)
This pre-student teaching field experience provides an opportunity for the teacher candidate to explore the teaching profession in an actual classroom setting. The teacher candidate will observe and participate in a variety of classroom activities, will complete 35 hours at the assigned field site, and will deliver at least five instructional lessons. One of these lessons will be videotaped. Prerequisite: EMA 550. Corequisite: EMA 551.

EMA 571 EA-A and EC-A Field Experience II
(1 Cr.)
This is a pre-student teaching field experience that provides opportunities for teacher candidates to explore the teaching profession in an actual classroom setting. This course is intended for teacher candidates who are preparing to teach at the middle/secondary level. The teacher candidate will observe and participate in a variety of classroom activities, will complete a minimum of 35 hours at the assigned clinical site, and will deliver at least five instructional lessons. One of these lessons will be videotaped. Prerequisite: EMA 553. Corequisite: EMA 554 or EMA 548.

EMA 575 EC-MC and MC-EA Advanced Classroom Management
(2 Cr.)
This course prepares the teacher candidate to create a learning environment that encourages positive social interaction and active engagement in learning among K-8 students with a wide range of academic, social, and emotional differences. Course instruction is grounded in the understanding and appreciation of diverse cultures with the goal of supporting teacher candidates in moving toward cultural proficiency. Conflict resolution, motivation theories, and the impact of teacher expectations are explored, including instructional strategies and classroom techniques that promote student learning and classroom community. A variety of classroom management challenges and issues also are addressed using current research. Prerequisite: EMA 550.

EMA 576 EA-A and EC-A Advance Classroom Management
(2 Cr.)
This course prepares the teacher candidate to create a learning environment that encourages positive social interaction and active engagement in learning among students in grades 6-12 with a wide range of academic, social, cultural, and emotional differences. Instructional strategies and classroom techniques that promote student learning and classroom community will be explored. A variety of classroom management challenges and issues will be addressed using current research. Prerequisite: EMA 553.

EMA 580 EC-MC and MC-EA Seminar II
(1 Cr.)
This seminar serves as the capstone experience for pre-student teaching course work. Teacher candidates will develop the Teacher Candidate Portfolio (as the second program benchmark) which demonstrates their competencies in the 10 InTASC Teacher Standards. In addition, this portfolio reflects all elements required for the edTPA. The course also provides an orientation for the upcoming student teaching experience. Prerequisite: EMA 550. Corequisite: EMA 581.

EMA 581 EC-MC and MC-EA Benchmark II
(0 Cr.)
Portfolio II is an opportunity for teacher candidates to demonstrate increased competency in the InTASC Teacher Standards and their preparedness for the edTPA. Through the submission of coursework aligned with the requirements of edTPA and written, oral and portfolio portions of Portfolio II, teacher candidates will provide evidence of their readiness for student teaching and edTPA assessment process. Prerequisite: EMA 550. Corequisite: EMA 580.

EMA 582 EA-A and EC-A Seminar II
(1 Cr.)
This course is designed to culminate the teacher candidate's experiences and learning from the MAT initial certification program. This course facilitates the production of Portfolio II: The Teacher Candidate Portfolio. Teacher candidates will link key assessments from previous coursework to the InTASC Teacher Standards and align them with the requirements for the edTPA, in order to demonstrate developing competencies for teaching and their readiness to student teach. This course also provides teacher candidates with an introduction to student teaching. Prerequisite: EMA 553. Corequisite: EMA 583.

EMA 583 EA-A and EC-A Benchmark II
(0 Cr.)
Portfolio II is an opportunity for teacher candidates to demonstrate increased competency in the 10 InTASC Teacher Standards. Through the submission of coursework aligned with the requirements of the edTPA and written, oral portions of Portfolio II, teacher candidates will provide evidence of their readiness for student teaching. Prerequisite: EMA 553. Corequisite: EMA 582.

EMA 591 Student Teaching: Early Childhood-Middle Childhood
(4 - 10 Cr.)
This course provides students the opportunity to student teach in pre-K-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the site coordinator evaluates student teachers. Prerequisite: EMA 581, Praxis II. Corequisite: EMA 604.

EMA 592 Student Teaching: Middle Childhood-Early Adolescence
(4 - 10 Cr.)
This course provides students the opportunity to student teach in pre-K-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the site coordinator evaluates student teachers. Prerequisite: EMA 581, Praxis II. Corequisite: EMA 604.

EMA 593 Student Teaching: Early Adolescence-Adolescence
(4 - 10 Cr.)
This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the site coordinator will evaluate student teachers. Prerequisite: EMA 583, Praxis II. Corequisite: EMA 604.

EMA 595 Student Teaching: Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence
(4 - 10 Cr.)
This course provides students the opportunity to student teach in pre-K-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 581, Praxis II. Corequisite: EMA 604.

EMA 596 Student Teaching: Foreign Language Early Childhood-Adolescence
(4 - 10 Cr.)
This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 583, Praxis II. Corequisite: EMA 604.

EMA 597 Student Teaching: Art Early Childhood-Adolescence
(4 - 10 Cr.)
This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 583, Praxis II. Corequisite: EMA 604.

EMA 598 Student Teaching: Music K-12
(4 - 10 Cr.)
This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification.Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 583, Praxis II. Corequisite: EMA 604.

EMA 604 Professional Development Seminar
(2 Cr.)
This course is to be taken concurrently with student teaching. The course includes student teacher support, development of the edTPA Portfolio and an introduction to professional development plans. Prerequisite: EMA 581 or EMA 583, Praxis II. Corequisite: Student teaching course.

Teaching, Learning and Leadership
EDME 500 Teacher Leadership Forum 1:Self Evaluation
(1 Cr.)
This is the first course of the Master of Education (M.E.) program and serves as an orientation. Expectations about course workload, student participation, and course assignments are established as participants begin to explore the research related to teaching, learning, and leadership. The content of this introductory course emphasizes self-evaluation and setting personal learning goals so that each participant is equipped with the proper tools to successfully progress through the M.E. program.

EDME 523 Assessment of Learning
(3 Cr.)
This course grounds teachers in assessment techniques to help them make informed instructional decisions about their students. Participants will explore and create formative, summative, and alternative assessments that are customized to the learning context of their students. In addition, participants will learn to involve students in their own assessment, which research shows increases motivation and engagement.

EDME 555 Teacher Leadership Forum 2: Collaboration Skills
(1 Cr.)
This is a workshop focused on developing the leadership skills of collaboration. These leadership skills are refined as participants help each other review and edit the literature review of their applied research project.

EDME 556 Teacher Leadership Forum 3: Facilitation Skills
(1 Cr.)
This is a workshop focused on developing the leadership skills of facilitation, which include questioning and clarifying. These leadership skills are refined as participants help each other review and edit the introduction and methodology sections of their applied research project.

EDME 557 Teacher Leadership Forum 4: Evaluation Skills
(1 Cr.)
This is a workshop focused on developing the leadership skills of evaluation and summarization. These leadership skills are refined as participants help each other review and edit the data analysis and conclusion sections of their applied research project.

EDME 559 Curriculum Design
(3 Cr.)
This course establishes a comprehensive way for teachers to engage in unit planning and instructional design. Participants will explore the importance of establishing a real-world context for learning, and how to design learning units that promote enduring understanding, a focus on essential questions, the use of authentic assessments and the integration of activities that allow students to meaningfully meet learning goals. Participants will create a unit plan that reflects these ideas and that is aligned with state and district curriculum standards.

EDME 560 Instructional Strategies to Foster Motivation and Engagement
(3 Cr.)
This course provides an overview of the theoretical background and practical applications of motivation and engagement theory. This course supports the pursuit of developing true teacher leaders by supplying a framework from which to reflect upon their students and devise strategies to increase motivation, learning, and efficacy. Participants will explore project-based and problem-based learning-- two types of student-centered, learning structures that require students to engage in high-interest, yet challenging tasks.

EDME 561 Educational Research
(3 Cr.)
This focuses on the ways educational research benefits classroom teachers. Participants will apply the theories of educational research as they create a proposal for their own applied research project. The major components of an applied research project are covered: choosing a research question; conducting a literature review; choosing a methodology; and collecting, analyzing, and interpreting data. Special attention is given to helping participants focus on an area of their professional practice they want to improve or a problem for which they need a solution.

EDME 562 Using Student Data to Improve Learning
(3 Cr.)
This course focuses on ways educators can effectively analyze classroom and student data to help better inform their professional practices. Participants will examine the purposes and benefits of qualitative and quantitative data and begin to analyze the data they collected as part of their applied research project. Participants also will explore useful ways to present their data to other educators.

EDME 565 21st Century Learner
(3 Cr.)
This course examines the interdisciplinary skills that all students need in order to be productive, contributing members of a global community. The skills of collaboration, critical thinking, oral and written communication, technology literacy, and citizenship are embedded into a holistic framework of teaching so that participants meet the needs of our increasingly diverse and multicultural students.

EDME 584 Writing the Professional Development Plan
(1 Cr.)
This course will assist initial educators who are teachers in using student assessments and supervisor feedback to select two or more Wisconsin Educator Standards on which to base a plan for professional development. This course will assist the initial educator in the development of a Professional Development Plan (PDP) as determined by PI 34.

EDME 592 Thinking and Learning Brain
(3 Cr.)
This course focuses on the latest research in the domains of neuroscience and cognitive psychology. Participants will examine the classroom implications of understanding how the brain learns. Key topics of each domain are explored in depth, such as memory, cognition, language development, gender differences, and the emotional aspects of learning. Participants will apply brain-compatible strategies to improve student achievement, to increase student motivation and engagement, and to create a supportive learning environment.

EDME 602 Differentiated Instruction
(3 Cr.)
This course provides teachers with the knowledge and skills to modify or differentiate the content, process, and/or product of their instruction based on students' readiness, interests, and learning profiles. Participants will focus on creating a supportive learning environment, implementing instructional strategies that support differentiation, and strengthening their lesson plans to include differentiation techniques.

EDME 604 Teacher Leadership and Learning
(3 Cr.)
This course continues the study and application of research related to teacher leadership and learning that began in the first course. Participants will examine the traits of effective teacher leaders and the ways they positively impact student achievement. The course also focuses on ways teacher leaders can positively influence the school community and other areas outside of the classroom. The role of teacher leaders in professional learning communities is explored.

EDME 627 Teacher Leadership Forum 5: Plan and Action Skills
(1 Cr.)
This is a culminating workshop focused on creating an e-portfolio that includes self-reflection on the key assessments created during participants' coursework. The portfolio demonstrates ways participants have reflected on and applied the five Core Principles of Teaching as described by the National Board for Professional Teaching Standards (NBPTS).

EDMET500 Teacher Leadership Forum 1: Self Evaluation
(1 Cr.)
This is the first course of the Master of Education (M.E.) online program and serves as an orientation to the program. Expectations about course workload, student participation, and course assignments are established as participants begin to explore the research related to teaching, learning, and leadership. The content of this introductory course emphasizes self-evaluation and setting personal learning goals so that each participant is equipped with the proper tools to successfully progress through the M.E. online program. This course is taught online.

EDMET523 Assessment of Learning
(3 Cr.)
This course grounds teachers in assessment techniques to help them make informed instructional decisions about their students. Participants will explore and create formative, summative, and alternative assessments that are customized to the learning context of their students. In addition, participants will learn to involve students in their own assessment, which research shows increases motivation and engagement. This course is taught online.

EDMET555 Teacher Leadership Forum 2: Collaboration Skills
(1 Cr.)
This is a workshop focused on developing the leadership skills of collaboration. These leadership skills are refined as participants help each other review and edit the literature review of their applied research project. This course is taught online.

EDMET556 Teacher Leadership Forum 3: Facilitation Skills
(1 Cr.)
This is a workshop focused on developing the leadership skills of facilitation, which include questioning and clarifying. These leadership skills are refined as participants help each other review and edit the introduction and methodology sections of their applied research project. This course is taught online.

EDMET557 Teacher Leadership Forum 4: Evaluation Skills
(1 Cr.)
This is a workshop focused on developing the leadership skills of evaluation and summarization. These leadership skills are refined as participants help each other review and edit the data analysis and conclusion sections of their applied research project. This course is taught online.

EDMET559 Curriculum Design
(3 Cr.)
This course establishes a comprehensive way for teachers to engage in unit planning and instructional design. Participants will explore the importance of establishing a real-world context for learning and how to design learning units that promote enduring understanding, a focus on essential questions, the use of authentic assessments, and the integration of activities that allow students to meaningfully meet learning goals. Participants will create a unit plan that reflects these ideas and that is aligned with state and district curriculum standards. This course is taught online.

EDMET560 Instructional Strategies to Foster Motivation and Engagement
(3 Cr.)
This course provides an overview of the theoretical background and practical applications of motivation and engagement theory. This course supports the pursuit of developing true teacher leaders by supplying a framework from which to reflect upon their students and devise strategies to increase motivation, learning, and efficacy. Participants will explore project-based and problem-based learning-- two types of student-centered, learning structures that require students to engage in high-interest, yet challenging tasks. This course is taught online.

EDMET561 Educational Research
(3 Cr.)
This course focuses on the ways educational research benefits classroom teachers. Participants will apply the theories of educational research as they create a proposal for their own applied research project. The major components of an applied research project are covered: choosing a research question; conducting a literature review; choosing a methodology; and collecting, analyzing, and interpreting data. Special attention is given to helping participants focus on an area of their professional practice they want to improve or a problem for which they need a solution. This course is taught online.

EDMET562 Using Student Data to Improve Learning
(3 Cr.)
This course focuses on ways educators can effectively analyze classroom and student data to help better inform their professional practices. Participants will examine the purposes and benefits of qualitative and quantitative data and begin to analyze the data they collected as part of their applied research project. Participants also will explore useful ways to present their data to other educators. This course is taught online.

EDMET565 21st Century Learner
(3 Cr.)
This course examines the interdisciplinary skills that all students need in order to be productive, contributing members of a global community. The skills of collaboration, critical thinking, oral and written communication, technology literacy, and citizenship are embedded into a holistic framework of teaching so that participants meet the needs of increasingly diverse and multicultural students. This course is taught online.

EDMET592 Thinking and Learning Brain
(3 Cr.)
This course focuses on the latest research in the domains of neuroscience and cognitive psychology. Participants will examine the classroom implications of understanding how the brain learns. Key topics of each domain are explored in depth, such as memory, cognition, language development, gender differences, and the emotional aspects of learning. Participants will apply brain-compatible strategies to improve student achievement, to increase student motivation and engagement, and to create a supportive learning environment. This course is taught online.

EDMET602 Differentiated Instruction
(3 Cr.)
This course provides teachers with the knowledge and skills to modify or differentiate the content, process, and/or product of their instruction based on students' readiness, interests, and learning profiles. Participants will focus on creating a supportive learning environment, implementing instructional strategies that support differentiation, and strengthening their lesson plans to include differentiation techniques. This course is taught online.

EDMET604 Teacher Leadership and Learning
(3 Cr.)
This course continues the study and application of research related to teacher leadership and learning that began in the first course. Participants will examine the traits of effective teacher leaders and the ways they positively impact student achievement. The course also focuses on ways teacher leaders can positively influence the school community and other areas outside of the classroom. The role of teacher leaders in professional learning communities is explored. This course is taught online.

EDMET627 Teacher Leadership Forum 5: Plan and Action Skills
(1 Cr.)
This is a culminating workshop focused on creating an e-portfolio that includes self-reflection on the key assessments created during participants' coursework. The portfolio demonstrates ways participants have reflected on and applied the five Core Principles of Teaching as described by the National Board for Professional Teaching Standards (NBPTS). This course is taught online.

Literacy and English as a Second Language

ESL 503 Second Language Acquisition
(3 Cr.)
In this course students will learn about the developmental process of learning a second language. Students will explore the internal and external factors that influence second language acquisition via an interdisciplinary survey emphasizing research in linguistics, psychology, education, and sociology. In addition, participants will review and evaluate the major second language theories and connect these theories to classroom practices. Students also will learn how to discriminate between language stages and how to plan for appropriate instruction to students at various language levels. Students will be able to communicate their approaches to language instruction with administrators, teachers, and parents.

ESL 509 Primary Level Practicum
(2 Cr.)
This course is designed to provide the opportunity to apply the knowledge base acquired in previous course work to the teaching of reading and writing to elementary-level ELL students. Graduate students identify a student with a literacy difficulty, develop appropriate instruction, assess progress, and communicate progress to the child's caregivers in the form of a written report. Prerequisite: Enrollment is contingent upon successful completion (grade of C or better) of all courses and benchmarks listed on the program calendar that take place before the practicum..

ESL 520 Sociocultural Linguistics
(3 Cr.)
This course introduces the concept of teacher research, centered on theories and practices of second-language development applicable to K-12 classrooms. Informed by sociocultural theories, students conduct, analyze and evaluate research, and investigate implications for student learning and teaching practice.

ESL 521 Assessment and Program Design
(3 Cr.)
This course focuses on the decisions ESL teachers need to make on a regular basis. Student assessment, data analysis, program design, cooperative teaching, staff development and leadership skills are the key areas covered. Students will write Chapter 1 of their action research paper as the final project for this course. Because of the work conducted in the field for this course, study team meetings are limited.

ESL 529 Secondary Practicum
(3 Cr.)
This course is designed to provide the opportunity to apply the knowledge base acquired in previous course work to the teaching of language/content to secondary level ELL students. Graduate students will identify a student with a language proficiency of Level 1, 2, or 3, gather pertinent information prior to 'pre-teaching' instruction, develop a SIOP model of instruction, and communicate with the classroom teacher regarding alternative forms of instruction and assessment in the form of written recommendations.

ESL 533 Bilingualism in Home and School
(3 Cr.)
Students will explore literature and recent debates related to cultural and linguistic diversity, learning and instruction. Discussions, activities and assignments focus on education within and across home, community and school contexts, including a focus on home-school-community relationships.

ESL 546 Linguistics
(3 Cr.)
This course provides an introduction to the study of linguistics and its application to teaching in K-12 multicultural classrooms.

ESL 566 Action Research
(1 Cr.)
Action research is defined as working in an authentic educational context with an authentic task that is both implemented and evaluated. The purpose of this course is to refine students' problem-solving abilities while providing hands-on experience in classrooms and schools. It is a requirement for the completion of the degree.

Inclusive Education

INED 502 Special Education Curriculum and Methods I
(3 Cr.)
This course provides an understanding of the processes, strategies and interpersonal dynamics involved in curricular development and improvement. It focuses on: analyzing and prescribing, modifying and delivering differentiated instruction in math, social studies, science and language arts for individuals with disabilities who receive instruction in general and/or specific education settings. This includes fundamentals of instruction and lesson planning in order to develop students' understanding of the key components within a lesson plan and how to address individual learning styles. Corequisite: INED 520.

INED 504 Curriculum and Methods II
(3 Cr.)
This course includes the study of objectives, curriculum content, methodologies, and instructional materials appropriate for elementary, middle, and secondary students with severe needs in the area of exceptional education. This course emphasizes social skills, personal living skills, self-determination skills, community-based instruction, and universal design. Candidates will develop assessment, instruction, and management skills necessary to educate persons with severe developmental disabilities. Areas of focus include mobility, self-help, socialization, cognition, communication, and pre-vocational skills. The course includes further instructional techniques and lesson planning. This course develops students' understanding of the key components within a lesson plan and how to address individual learning styles. Corequisite: INED 520.

INED 508 Individual Educational Assessment and Diagnosis
(3 Cr.)
This course focuses on formal and informal assessments used to evaluate students suspected of having disabilities. This course covers the administration, analysis and interpretation of individual and group assessment tools to evaluate all areas of disability. Emphasis is given to learning how best to use the information these tools offer while still being cognizant of their limits and potential abuse. Special emphasis is given to specific functional behavioral assessment strategies useful for diagnosing and teaching emotionally/behaviorally disturbed children and adolescents. Students will gain the technical prerequisites necessary to understand standardized assessments. The course requires students to critically analyze standardized tests, research alternative assessment measures, and practice administration, scoring and interpreting of a norm-referenced test in a written case study report.

INED 510 Inclusive Field Experience II
(1 Cr.)
This pre-student teaching Inclusive Field Experience, MC-EA, provides an opportunity for the teacher candidate to explore the teaching profession in an actual classroom setting. The teacher candidate will observe and participate in a variety of classroom activities. The teacher candidate will complete 35 hours at the assigned field site and will deliver at least five instructional lessons related to the content in EMA 551. At least two of the five lessons must include students who are identified with special education needs. In the field experience, students also spend 15 course hours in field experiences related to the content in EMA 563 (Literacy). A $20 course fee is required. Corequisite: EMA 551.

INED 520 Inclusive Field Experience III
(1 Cr.)
This pre-student teaching field experience provides an opportunity for teacher candidates to explore the teaching profession in an actual classroom setting, through observing and participating in a variety of classroom activities. The teacher candidates will complete 35 hours at the assigned field site and will deliver at least five instructional lessons working in only special education classrooms. Approximately 20 hours will be related to INED 502 Special Education Curriculum and Methods I course assignments and 15 hours to INED 504 Special Education Curriculum and Methods II course assignments. Corequisite: INED 502 and INED 504. Lab Fee Required.

INED 530 Behavior Supports Emotional Behavioral Disabilities
(2 Cr.)
This course provides the student with understanding of common behavior problems of children and adolescents identified at-risk due to emotional behavioral disabilities (EBD). The focus of the course is on the development of positive behavior support strategies for preventing and reducing disciplinary problems due to inappropriate and/or aggressive behaviors in students who demonstrate challenging behaviors.

The course will include, but is not limited to the following:

- Understanding of and demonstrate of a variety of behavioral, cognitive, environmental, social and applied behavioral analytical models applied to individual and group behavioral interventions for pupils identified with learning and behavioral problems (CD, LD and EBD).
- Examining and understanding of personal attitudes, beliefs and behaviors that positively or negatively influence student behavior.
- Understanding of and ability to apply assessment-based intervention planning methodologies to determine a functional analysis of a student's behavior, develop and test a hypothesis, assess the validity of the hypothesis, design an intervention, collect data on the intervention and adjust the plan accordingly
- Understanding of and ability to apply a variety of interventions for specific behavior problems.

INED 532 Transition, Transition Services, Transition Planning
(1 Cr.)
This focuses on collaboration and communication skills enabling teachers to work jointly with parents to plan, implement and evaluate transition programs for students with special needs. It also emphasizes transition planning in relation to laws, regulations, IEPs and self-determination. Students will understand that transition is a lifelong process.

The course will focus on the following:
• transition models, issues and best practices to plan and implement a transition process for student with special education needs and their families,
• issues related to the transition K-12 process in the classroom, school, home and community,
• determination of "best practices" that should be used with students/parents to develop the skills and knowledge that will assist them in the transition process, and
• knowledge of methods of assisting students to self-advocate.
- Identification of the components of the annual IEP that integrates background information and assessment results as required in a transition IEP

INED 534 Autism and Communication Disorders
(2 Cr.)
This course provides an in-depth understanding of individuals who have the diagnosis of an autism spectrum disorder. Characteristics are reviewed and discussed in the context of the student's unique educational needs and implications for inclusive educational practices. Components of successful inclusive programs are reviewed. Students will become acquainted with ways to design and implement positive support strategies, communication, and accommodations for students with communication delays. In addition students will develop an understanding of language development, the importance of communication in the learning environment, and communication strategies, including the use of augmentative/alternative communication systems that can be used with individuals with disabilities. Furthermore, this course focuses on understanding how to implement appropriate communication strategies.

INED 536 Individual Education Plans
(1 Cr.)
Writing an effective IEP (Individualized Education Plan) involves gathering information and writing about an individual student in order to develop a plan for the student that meets federal and state guidelines. The IEP serves as a guide for teachers and parents and lists students' needs, a plan for instruction, and information for coordination of programming and services. The course explores how to incorporate academic content standards in to an IEP. Specific focus will be given to the completion of the annual IEP.

INED 592 Student Teaching Middle Childhood-Early Adolescence
(8 Cr.)
This course provides teacher candidates opportunities to student teach in a 1-8 regular education setting and special education setting under supervision within the teacher candidate's targeted area(s) of certification. The course focuses on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teaching consists of a 20-week placement in an inclusive setting or two 10-week placements: one in a regular education setting and one in a special education setting in a school setting(s) matching the teacher candidate's area of certification. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the site coordinator will evaluate student teachers. Teacher candidates will demonstrate competency based on the InTASC Model Core Teaching Standards, Association for Childhood Education International-Elementary Education Standards (ACEI), and CEC domain areas. Prerequisite: Department approval, EMA 581, and passing on Praxis II certification exam. Corequisite: EMA 604.

Urban Education/Urban Special Education
MUE 502 Assessment and Instruction in Mathematics
(2 Cr.)
This course is designed to create competencies in mathematics methods for students preparing to teach in the Pre-K-8 classroom. Through reading, writing, and talking about mathematics as well as engaging in hands-on mathematics activities, students will develop

the skills necessary to successfully create and implement appropriate mathematics activities for various grade levels. Included in these activities are assessment processes as well as NCTM and state standards for mathematics education. In addition, procedures for assessment and modification for children with disabilities are addressed as they relate to the teaching of elementary and middle school mathematics.

MUE 504 Assessment and Instruction in Fine Arts
(2 Cr.)
This course is designed to provide students with an understanding of the role of the fine arts in schooling and the importance of the arts in past and present cultures. Emphasis is placed on integrating art, music, and physical education with the regular curricular areas such as reading, writing, mathematics, science and social studies. The students will write lesson plans, explore art materials, learn music strategies, and engage in physical education games in a cooperative group. Prerequisite: Passing scores in Praxis II required.

MUE 506 Assessment and Instruction in Science
(2 Cr.)
This course is designed to create competencies in science methods for students preparing to teach science in the urban Pre-K-8 classroom. Through a lecture/discussion/hands-on/project approach, students will explore the philosophical and practical aspects of teaching elementary science in an urban setting. Participants will be engaged in strategies of engagement, lesson preparation and assessment. Attention is focused on meeting Wisconsin Science standards and Wisconsin Teacher Standards for Development and Licensure. Prerequisite: Passing scores in Praxis II required.

MUE 508 Assessment and Instruction in Social Studies
(2 Cr.)
This course is designed to explore and practice the skills necessary to fulfill the role of teacher of elementary and middle school social studies. Included is general information on curriculum development, component areas of broad field social studies, unit development, outcome and assessment development, methods specific to social studies, computer technology as integrated into the curriculum, and the relationship of social studies to all other subject areas. Course content examines minority group relations including history, culture and sovereignty of American Indian Tribes and bands located in Wisconsin as well a focus on women and various racial, cultural, language and economic groups in the United States to include but not limited to African Americans, Hispanic Americans, Hmong and cultures of poverty. Prerequisite: Passing scores in PPST required.

MUE 511 Literacy Development
(3 Cr.)
This course focuses on the relationship between language and literacy development. Students will learn how to plan and provide instruction in the areas of reading, writing, listening, and speaking, and to assess student performance for children identified with special needs. A variety of contexts to facilitate the development of language and literacy are explored including the role of phonics in the development of fluent readers. Modifications of content as needed for students with special needs to make progress are explored.

MUE 512 Literacy Development PK-3
(4 Cr.)
This course focuses on the relationship between language and literacy development in pre-kindergarten through primary grade-level students. Students will learn how to plan and provide instruction in the areas of reading, writing, listening, and speaking, and to assess student performance for children in general education programs as well as students identified with learning disabilities. A variety of contexts to facilitate the development of language and literacy are explored including the role of phonics in the development of fluent readers. Modifications of content are explored as needed for students with learning disabilities to make progress in the general curriculum. Prerequisite: Passing scores in Praxis II required.

MUE 513 Field Experience I
(2 Cr.)
In this field-based course, teacher candidates will work to establish a classroom community that is positive and conducive to learning for all participants.

MUE 514 Literacy Development 4-8
(4 Cr.)
The content of this course includes examination, discussion, and application of teacher and student strategies for promotion of word identification, fluency, comprehension, study skills, and written expression; selection of appropriate literature, practice materials, and technology; formats for organizing classroom instruction; and procedures for assessing and monitoring learner progress. The emphasis for students who enroll in this course is literacy learning and instruction for students in grades 4-8. Modifications of content are explored as needed for students with learning disabilities to make progress in the general curriculum. Prerequisite: Passing scores in Praxis II required.

MUE 515 Building Classroom Communities
(3 Cr.)
This course explores the creation of a classroom community that meets the needs of all students, including learners with disabilities and learners with diverse backgrounds. This encompasses a history of special education and major legal requirements, including definitions and causes of disabilities. As the meaning of learning differences is examined, the influence of cultural and linguistic diversity within classroom communities is emphasized.

MUE 518 Social Studies for Special Educator
(2 Cr.)
In this course, teacher candidates will learn how to use a variety of strategies to help students with special needs be successful in the social studies classroom. Teacher candidates will have the opportunity to research the current state of social studies as it relates to students with special education needs, participate in collegial discussions regarding theory and practice in inclusive social studies classrooms, and develop state standards-based curricula and resources to implement within their schools.

MUE 521 Math Methods for Special Educators
(2 Cr.)
This course will provide the student with the foundation for understanding math concepts covered in K-12 classrooms and ways to help students understand the whys as well as the algorithms used to be successful in mathematics. Teacher candidates will learn how to use a variety of strategies to help students be successful in the math classroom.

MUE 522 Identifying and Supporting Children with Learning Disabilities
(3 Cr.)
This course provides basic theoretical and practical approaches to the identification and instruction of students with learning disabilities. Historical foundations, major theoretical approaches, and current issues in the field of learning disabilities are examined. Formal and informal tools and procedures used to assess students suspected of having specific learning disabilities are explored. Characteristics of students with learning disabilities and related teaching strategies are described. Prerequisite: Passing scores in PPST required.

MUE 523 Field Experience II
(2 Cr.)
Teacher candidates will work to establish a classroom community that is positive and conducive to learning for all participants. In addition, teacher candidates will focus on supporting the varying social and behavioral needs of the students.

MUE 524 Adaptations for Students with Learning Disabilities
(3 Cr.)
This course includes a study of the curriculum content, instructional methodologies, and instructional materials appropriate for students with learning disabilities. Teaching and learning strategies in the areas of reading, mathematics, communication, and social skills development for students with specific learning disabilities are reviewed and practiced. An understanding of the processes, strategies, and interpersonal dynamics involved in curricular adaptation to meet the needs of students with LD who receive instruction in general education classroom is promoted. Prerequisite: Passing scores in Praxis II required.

MUE 525 Supporting Individual Student Needs
(3 Cr.)
Teacher candidates will learn about classroom level strategies to support and enhance the learning and behavior of students with disabilities and other learning differences. This will include examination of the current environment in relationship to student needs and strategies for crisis intervention. The use of functional behavior assessment (FBA) to assess and interpret students' behaviors will be practiced.

MUE 530 Student Teaching in Urban Settings
(4 - 4 Cr.)
Student teaching provides half-day, full-semester opportunities for student teachers in pre-K-8 urban settings under supervision within one's targeted area(s) of certification. Focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: Passing scores in Praxis II required.

MUE 531 Student Teaching in the Bilingual Classroom
(2 Cr.)
This course provides teacher candidates with an opportunity to teach in a bilingual classroom with guidance from a mentor. This experience focuses on the practices and roles of the beginning bilingual classroom teacher in a diverse, global world.

MUE 532 Student Teaching in Urban Settings II
(2 Cr.)
Student teaching provides full-day opportunities to student teach in pre-K-8 urban settings under supervision within the students' targeted area(s) of certification. Focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: Passing scores in Praxis II required.

MUE 533 Field Experience III
(1 Cr.)
In this field-based course, teacher candidates will articulate a personal philosophy of special education; demonstrate their ability to involve students and their families as active participants in the educational team; teach essential concepts, vocabulary and content across the general curriculum; and modify the pace of instruction for students.

MUE 534 Student Teaching in the Bilingual Classroom II
(1 Cr.)
This course provides teacher candidates with an opportunity to teach in a bilingual classroom with guidance from a mentor. This experience focuses on the practices and roles of the beginning bilingual classroom teacher in a diverse, global world.

MUE 535 Self Determination and Advocacy
(2 Cr.)
This course targets the essential role of self-determination and self-advocacy in the urban special educator's professional life. Topics emphasized are ethical responsibilities; strategies, resources, and professional organizations to help educators remain current in the field; and legal systems to support individuals with disabilities. In addition, strategies to teach self-advocacy to students with disabilities are introduced.

MUE 540 Seminar in Urban Education I
(3 Cr.)
This course is designed to prepare teacher candidates to build a community of learners while considering a wide range of academic, social, and emotional differences among pre-K-12 students. Instructional strategies that promote appropriate individual and group behavior, classroom techniques that effectively respond to inappropriate behaviors, and classroom methods that deal with the needs of "at-risk" students and those with severe behavior problems are addressed. Prerequisite: Passing scores in PPST required.

MUE 542 Seminar in Urban Education II
(3 Cr.)
This course is designed to prepare teacher candidates to build a community of learners while considering a wide range of academic, social, and emotional differences among pre-K-12 students. Instructional strategies that promote appropriate individual and group behavior, classroom techniques that effectively respond to inappropriate behaviors, and classroom methods that deal with the needs of "at-risk" students, second-language learners and students with severe behavior problems are addressed. Prerequisite: Passing scores in Praxis II required.

MUE 543 Student Teaching: Urban Special Education
(2 Cr.)
In this field-based course, teacher candidates will demonstrate their ability to meet the needs of individuals with special needs.

MUE 544 Seminar in Urban Education III
(2 Cr.)
This course continues to build on the elements included in Seminars I and II. Using this knowledge, teacher candidates will establish networks, resources and tools for continuing to grow as urban educators. Teacher candidates will have the opportunity to participate in interactive presentations and role-plays, listen to urban principal and teacher panels, and fulfill the community service learning component. Prerequisite: Passing scores in Praxis II required.

MUE 545 Supporting Students in the School Environment
(2 Cr.)
In this course teacher candidates will learn about strategies to support and enhance the academic and behavioral success of students with disabilities in the school and larger community. This will include consideration of primary, secondary, and tertiary preventative interventions. Interventions such as classroom management, Response to Intervention (RtI) as a means of addressing challenging student behavior, and the use of the Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP) process will be addressed. As teacher candidates examine these strategies, they will consider culturally responsive interventions and factors that influence the overrepresentation of learners from culturally and linguistically diverse backgrounds in programs for students with disabilities.

MUE 549 Technology Based Statistics for Educators
(2 Cr.)
This course provides an introduction to basic descriptive and inferential statistics. The emphasis is on the roles such procedures play in interpreting research and the possible application of these procedures to the educational environment. Technology will be used to develop understanding of these statistics.

MUE 555 Collaborating with Families and Communities
(3 Cr.)
This course focuses on collaboration and communication skills necessary for special educators to work in partnership with parents, paraprofessionals, other school team members, and community agencies to plan, implement, and evaluate educational programs. Teacher candidates will learn to apply these skills in transition planning as program considerations and legal requirements for transition as a life-long process will be highlighted.

MUE 557 Literary Assessment and Strategies for the Special Educator
(3 Cr.)
The content of this course is designed to acquaint special educators with techniques for informal literacy assessment and effective instruction through literacy strategies in the areas of accuracy, fluency, and comprehension. Related topics include planning appropriate instruction for students experiencing literacy difficulties and communication with parents and professionals.

MUE 565 Formal and Informal Assessment
(3 Cr.)
In this course teacher candidates will learn the use and interpretation of both norm-referenced standardized tests and informal assessment strategies for varied purposes, including eligibility decisions and ongoing classroom assessment. Assessment in varied areas (e.g. academic, social, behavioral, environmental) is examined and legal requirements stressed.

MUE 590 History and Politics of Bilingual Education
(3 Cr.)
Students will reflect upon current teaching philosophy in relation to language acquisition and maintenance. Students will explore the history and theories of bilingual education as a method of instruction. This course examines the history behind current politics, policy and public attitude affecting bilingual education as well as the evolution of policy and practice in the United States. General public perception and attitudes and their effect on classroom practice are examined and discussed.

MUE 592 Applied Linguistics
(3 Cr.)
Students will be provided an introduction to the study of linguistics including its application to teaching in K-12 multicultural/bilingual classrooms. The course looks at first- and second-language acquisition, with a focus on the understanding of the application of linguistic principles as they apply to Language Learners in the context of the bilingual/bicultural classroom. Students will study the pragmatics of the classroom, phonetic orthography to represent sounds, phonological analysis, morphophonological analysis as well as identify the structure of basic English and Spanish phrases, clauses, and sentences.

MUE 594 Culture, Language and Education
(3 Cr.)
Throughout this course students will examine theories and methods used in the bilingual/bicultural classroom and their application to content-area teaching as well as language acquisition. Students will discuss and implement the integration of culture and language in content-area teaching in both English and Spanish in order to facilitate learning. Students will develop an understanding of different program models and their effectiveness in the education of bilingual students. Candidates also will apply knowledge to implement the use of instructional materials and activities that are appropriate and effective for the education of bilingual students.

MUE 596 Bilingual Methods and Assessment
(3 Cr.)
This course, taught in both English and Spanish in order to foster the command of both languages in the context of the classroom, discusses methods and models of bilingual education. Various techniques implemented for instruction and language development will be discussed. Materials used in the bilingual classroom as well as the adaptation of materials will be examined. There is a focus on the measurement and assessment of language/bilingualism as well as content-area assessment as it pertains to the bilingual/bicultural child. Particular attention will be given to testing both in the classroom and at the district/state levels.

MUE 602 Connecting Assessment and Instruction for Students with Learning Disabilities
(1 Cr.)
This course is designed to further educators' understanding of assessment tools that can be used to guide instruction and measure growth. Prerequisite: Passing scores in Praxis II required.

MUE 603 Introduction to Case Study Research
(2 Cr.)
This course is designed to introduce students to case study research. Students will learn about the purpose of this form of research as well as explore multiple designs of case studies. As part of the requirements for this course, students will plan their own research project and write a proposal to be submitted to the Institutional Review Board. Prerequisite: Passing scores in Praxis II required.

MUE 606 Introduction to Research
(2 Cr.)
In this course, students will be introduced to the research process. They will draft their literature review and submit their IRB proposal.

MUE 614 Teacher Research
(2 Cr.)
In this course, students will be introduced to the research process. They will draft their literature review and submit their IRB proposal for their action research process.

MUE 616 Case Study Research
(1 Cr.)
Action research is defined as working in an authentic educational context with an authentic task that is both implemented and evaluated. The purpose of this course is to refine students' problem-solving abilities while providing hands-on experience in classrooms and schools. It is a requirement for the completion of the degree.

MUE 620 Case Study Research
(2 Cr.)
This course is an opportunity to engage in one-on-one or small-group classroom research. Case study research is used to study a phenomenon systematically. Case studies are often used when it is impossible to separate the variables from their context. The end product of a case study is a rich description of the case studied. The purpose of this course is to refine each student's ability to engage in the cycle of teaching involving assessment and instruction based on student needs. It is a requirement for the completion of the Master of Arts degree. Prerequisite: Passing scores in Praxis II required.

MUE 630 Assessment and Instruction in Literacy II
(3 Cr.)
In this course, students will work one-on-one with a grade 1-12 student who has been identified as a student with special educational needs. Graduate students will pre-assess the student, plan and implement an intervention, and post test. The end product of this course is a case study that includes rich description of the participant studied. The purpose of this course is to refine students' ability to engage in the cycle of teaching involving assessment and instruction based on student needs.

Language and Literacy
RL 502 Issues of Diversity in Literacy Classroom
(3 Cr.)
This is a reading- and writing-intensive course that engages class participants in reading, reflection, discussion, and written response to issues of diversity in the context of literacy. In this course, students read and examine narrative and expository literature to gain multiple perspectives on issues of diversity in language and literacy development. The purpose of the selected course readings is to generate a variety of ideas and questions. As students talk about ideas and issues or pose questions, it is ideas that are open to challenge—not individuals. It is essential that students feel comfortable enough to explore the multiple perspectives in themselves to examine the connectedness of literacy, language and identity.

RL 507 Emergent Literacy
(3 Cr.)
This course introduces students to topics in fields related to the needs of beginning readers and writers. Students examine, discuss, and apply their knowledge of the following topics: language and literacy development, appropriate practices to meet the diverse language and literacy needs of young children, and assessment of language and literacy development.

RL 509 Practicum: Assessment and Instruction of Literary Difficulties
(3 Cr.)
This course provides a field-based experience for students to apply tools and strategies to support literacy development that have been learned thus far in the program. Students work with struggling readers and writers, assessing their strengths, interests and needs, and then planning and implementing appropriate instruction to address the learners' specific challenges. Prerequisite: Enrollment is contingent upon successful completion (grade of C or better) of all courses and benchmarks listed on the program calendar that take place before the practicum..

RL 510 Language, Cognition and Literacy
(3 Cr.)
This course includes examination, discussion, and application of linguistic and learning differences as applied to the relationship among language, cognition, and literacy.

RL 516 Supervision of PreK-12 Literacy Programs
(3 Cr.)
This course is designed to prepare literacy leaders for the responsibilities involved in the implementation of a K-12 literacy framework. Guidelines are provided for supporting leaders through the change process: determining district literacy needs, selecting sound instructional materials and technology, developing implementation and staff development plans, creating effective literacy coaching strategies, and establishing accountability mechanisms to monitor literacy program effectiveness. Students construct a professional development plan to prepare for their personal growth as future literacy professionals.

RL 517 Literacy Development in the Content Area
(3 Cr.)
This course focuses on the role of the middle/secondary school teacher in developing strategic learners. Students learn strategies for teaching children how to use disciplinary text-based literacies to understand and use information.

RL 519 Word Recognition
(2 Cr.)
This course is designed to examine effective word identification, spelling, and writing instruction. Students will examine research and theory in this course, but it is closely tied to classroom instruction and to the content of the rest of the program. Discussions and work sessions focus on phonological awareness instruction and activities, phonics instruction, strategies for integrating word study with literature, and assessment. Spelling instruction is necessarily integrated.

RL 524 Literacy Seminar I
(1 Cr.)
This course is designed to add to the body of knowledge and strategies used in an exemplary literacy program. Participants will gain an understanding of how the 'scaffolding' model of teaching and learning can enhance and lead to higher achievement in student learning. Each seminar will focus on a specific literacy teaching practice that is grounded in research and applied in the classroom. Participants will reflect on these practices, create a model lesson and apply it in their classrooms. Through collegial dialogue, teachers will share their lessons, identifying strengths and next steps for improvement.

RL 550 Readings and Research in Literacy and Language Disability
(3 Cr.)
This course examines experimental, descriptive, and ethnographic research related to literacy instruction in the classroom setting. Course content also addresses diagnosis of and instruction for children with difficulties in literacy development. Seminar goals stress the interpretation of research, the formation of a personal philosophy and the creation of a model of the reading or writing process.

RL 552 Action Research
(3 Cr.)
This course provides an opportunity for students to engage in classroom action research. Action research is defined as working in an authentic educational context with an authentic task that is both implemented and evaluated. The purpose of this course is to refine students' problem-solving abilities while providing hands-on experience in classrooms and schools. It is a requirement for the completion of the Master of Arts degree.

RL 554 Issues in Literacy
(1 Cr.)
This course explores current issues in literacy instruction. Students will explore a current issue in depth and formulate a research-based position statement.

RL 558 Reading and Writing with Children
(3 Cr.)
This course is designed to examine effective, diverse reading and writing instruction and assessment. Students examine research and theory in this course, as well as consider how they plan to incorporate the reading of literature into instruction and assessment and how to design writing programs.

RL 559 Comprehension
(3 Cr.)
This course is an in-depth study in the area of comprehension. Students read cognitive and sociocultural theories related to comprehension development as well as learn about diverse contexts for comprehension instruction. Students examine and reflect on their own comprehension instruction.

RL 580 Program-based Research
(1 Cr.)
This course is designed for graduate students who have completed the RLD program and wish to earn their 17 Reading Specialist license. In the course, students will implement aspects of their needs-based district literacy proposal in their school setting. Students will work individually with an adviser to complete this project.

RLA 542 Integrating Children's Literature Across the Curriculum
(3 Cr.)
Trade books are being used in many classrooms today as tools intended to enrich the curriculum and make learning meaningful. In this course, students investigate the possibilities and limitations of this trend as they read widely within the world of children's and adolescent literature and plan ways to successfully integrate it into multiple subject areas.

RLA 543 K-12 Literature and Learning with Multimedia Texts
(4 Cr.)
This course is designed to explore the role of literature and multimedia texts in literacy development, that is, to teach young adults and elementary children to use literature and multimedia texts for personal and academic interests. Trade books are being used in many classrooms today as tools intended to enrich the curriculum and make learning meaningful. In this course, students investigate the possibilities and limitations of this trend as they read widely within the world of children and adolescent literature and plan ways to successfully integrate it into multiple subject areas. Its immediate focus is on the examination of genres, authors, subjects, literary devices, issues, themes and future trends of children's and young adult literature. Its broader focus is on helping library media specialists understand theory and practices regarding reader response to print and multimedia texts and its contribution to literacy development, higher-level thinking, and learning. In understanding theory and practices, Library Media Specialists can better support teacher-initiated classroom learning and complement classroom activities with programs and activities in the media center.

RLA 544 Literature for Children
(2 Cr.)
This course explores how literature can be used to teach children, ages 5-11, to use reading for personal and academic interests. Class activities examine the genres, authors, illustrators, writing styles, subjects and themes in children's literature in preparing teachers to be selectors, recommenders, presenters and discussion leaders of classic and contemporary literature.

RLA 545 Literature for Adolescents and Young Adults
(3 Cr.)
Students will explore how literature can be used to teach young adults how to use the reading/language arts for personal and academic interests. Course activities examine the genres, authors, subjects, literary devices, issues, themes and future trends of adolescent literature, as well as examine the use of discussion, bibliotherapy, writing and techniques appropriate for guiding young adults' interactions with classic and contemporary literature.

Literacy and Learning Disabilities
RD 502 Issues of Diversity in Literacy Classroom
(3 Cr.)
This is a reading and writing intensive course that engages class participants in reading, reflection, discussion, and written response to issues of diversity in the context of literacy. In this course, students read and examine narrative and expository literature to gain multiple perspectives on issues of diversity in language and literacy development. The purpose of the selected course readings is to generate a variety of ideas and questions. As students talk about ideas and issues or pose questions, it is ideas that are open to challenge—not individuals. It is essential that students feel comfortable enough to explore the multiple perspectives in themselves to examine the connectedness of literacy, language and identity.

RD 507 Emergent Literacy
(3 Cr.)
This course introduces students to topics in fields related to the needs of beginning readers and writers. Students examine, discuss, and apply their knowledge of the following topics: language and literacy development, appropriate practices to meet the diverse language and literacy needs of young children, and assessment of language and literacy development.

RD 509 Practicum: Assessment and Instruction of Literary Difficulties
(3 Cr.)
This course provides a field-based experience for students to apply tools and strategies to support literacy development that have been learned thus far in the program. Students work with struggling readers and writers, assessing their strengths, interests and needs, and then planning and implementing appropriate instruction to address the learners' specific challenges. Prerequisite: Enrollment is contingent upon successful completion (grade of C or better) of all courses and benchmarks listed on the program calendar that take place before the practicum..

RD 510 Language, Cognition and Literacy
(3 Cr.)
This course includes examination, discussion, and application of linguistic and learning differences as applied to the relationship between language, cognition, and literacy.

RD 512 Math Strategies and Modifications
(2 Cr.)
This course helps educators modify mathematics curriculum in response to the needs of students with identified learning disabilities. Educators administer, score, interpret, and evaluate a standardized math assessment to determine a student's level of math skill development; instruction is tailored to meet the student's needs. Current research on math disabilities is explored.

RD 515 Coordination of PreK-8 Learning Disability Programs
(2 Cr.)
The content of this course includes the examination, discussion, and application of the following topics: collaboration; issues of mainstreaming and inclusion; determining school-wide needs through the change process; development and implementation of personal development plans for growth on a current topic in the field of learning disabilities; faculty in-service presentation; and current issues in the field of learning disabilities. Students begin to view themselves as leaders and future reading/learning disability professionals.

RD 518 Special Education Law
(1 Cr.)
In this course students examine, discuss and apply knowledge of the following topics: historical perspective of the Individuals with Disabilities Improvement Act, 2004 (to include an exploration of Public Law 94-142; Individuals with Disabilities Act, 1990; Individuals with Disabilities Act Amendments, 1997); the components of IDEA; the IEP process to include evaluation IEP development; placement, interviews with professional staff or parents to gain a deeper understanding of the IEP process; and a review of specific learning disability (SLD) criteria as implemented in the district of choice as a means to promote good decision making in the IEP process.

RD 519 Word Recognition
(2 Cr.)
This course is designed to examine effective word identification, spelling, and writing instruction. Students will examine research and theory in this course, but it is closely tied to classroom instruction and to the content of the rest of the program. Discussions and work sessions focus on phonological awareness instruction and activities, phonics instruction, strategies for integrating word study with literature, and assessment. Spelling instruction is necessarily integrated.

RD 530 Foundations of Literacy and Learning Disability
(3 Cr.)
This course is designed to examine the following: legal issues regarding the identification and instruction of learning disabled students; key definitional issues regarding the characteristics and prevalence rates of learning disability; historical foundations of the field of learning disability; neurological processes related to learning disability/dyslexia; an overview of effective research based interventions for the learning disabled; discipline, self-esteem, and social skills of the individuals with learning disabilities. We will examine history, research, and theory in this course, but it will be closely tied to classroom instruction, both elementary and secondary, and to the content of the rest of your program

RD 555 Theories of Literacy Instruction
(2 Cr.)
This course examines theoretical models of literacy instruction. Course goals stress the interpretation of research and the formation of a personal philosophy regarding literacy instruction. The course introduces students to case study research in preparation for their final requirement in the program: the development, implementation and analysis of a case study.

RD 556 Case Study Research
(2 Cr.)
This course is an opportunity to engage in one-on-one or small-group classroom research. Case study research is used to study a phenomenon systematically. In this case, the study focuses on a particular student. Case studies are often used when it is impossible to separate the variables from their context. The end product of a case study is a rich description of the case studied. The purpose of this course is to refine students' abilities to engage in the cycle of teaching involving assessment and instruction based on one student's needs. It is a requirement for the completion of the Master of Arts degree.

RD 558 Reading and Writing with Children
(3 Cr.)
This course is designed to examine effective, diverse reading and writing instruction and assessment. Students examine research and theory in this course, as well as consider how to incorporate the reading of literature into instruction and assessment and how to design writing programs.

RD 559 Comprehension
(3 Cr.)
This course is an in-depth study in the area of comprehension. Students read cognitive and sociocultural theories related to comprehension development as well as learn about diverse contexts for comprehension instruction. Students examine and reflect on their own comprehension instruction.

RLD 557 Literary Assessment and Strategies for the Special Educator
(3 Cr.)
The content of this course is designed to acquaint special educators with techniques for informal literacy assessment and effective instruction through literacy strategies in the areas of accuracy, fluency, and comprehension. Related topics include planning appropriate instruction for students experiencing literacy difficulties and communication with parents and professionals.

Special Education
SED 504 Benchmark I Portfolio I
(0 Cr.)
The benchmark/portfolio experiences are used to assess students' understanding of the Standards for Teacher Development and Licensure and for students to submit a teacher candidate portfolio as required by the Wisconsin Department of Public Instruction.

SED 505 Benchmark II Portfolio II
(0 Cr.)
The benchmark/portfolio experiences are used to assess students' understanding of the Standards for Teacher Development and Licensure and for students to submit a teacher candidate portfolio as required by the Wisconsin Department of Public Instruction.

SED 506 Portfolio IV
(0 Cr.)
Teachers/Teacher Candidates in the Master of Arts in Special Education program are required to submit four portfolios for degree completion. Presentation of action research or thesis is the final portfolio requirement for the Master of Arts in Special Education. This oral presentation to a committee is the final requirement for the earned master's. Prerequisite: SED 556/557 or SED 551 and completion of Action Research or Thesis.

SED 539 Practicum: Student Teaching Seminar
(1 Cr.)
This course concentrates on professional issues and problem solving using current practicum problems and the integration of theory and practice. The Professional Development Plan is outlined. This is to be taken concurrently with student teaching or practicum. Please note: Due to upcoming program revisions, this course will only be available to students admitted to the program prior to Fall 2011. Prerequisite: Departmental approval. Corequisite: Student teaching or practicum.

SED 541 Practicum: Middle Childhood-Early Adolescent
(3 Cr.)
This culminating clinical field experience offers a practicum experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for elementary-middle school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing extended certification. Please note: Due to upcoming program revisions, this course will only be available to students admitted to the program prior to Fall 2011. Prerequisite: Departmental approval.

SED 542 Practicum: Early Adolescent-Adolescent
(3 Cr.)
This culminating clinical field experience offers a practicum experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for middle-secondary school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing extended certification. Please note: Due to upcoming program revisions, this course will only be available to students admitted to the program prior to Fall 2011. Prerequisite: Departmental approval.

SED 551 Thesis
(6 Cr.)
This course covers research in an area of the student's choice under the direction of a research adviser. This course is offered for students pursuing a master's degree. Prerequisite: CED 549 and consent of the instructor.

SED 556 Introduction to Action Research
(3 Cr.)
This course is an opportunity to design and conduct action research. Action research is defined as research in an authentic educational context in which an authentic task is implemented and evaluated. The purpose of the action research experience is to refine students' problem-solving abilities while providing hand-on experience. Prerequisite: CED 549 and consent of instructor.

SED 557 Implementation of Action Research
(1 Cr.)
Students will conduct action research and complete a written document. Action research is defined as research in an authentic educational context in which an authentic task is implemented and evaluated. The purpose of the action research experience is to refine students' problem-solving abilities while providing hands-on experience. Prerequisite: SED 556.

SED 562 Including Students with Autism in General Education: Methods and Strategies Part II
(1 Cr.)
It is challenging for teachers to meet the diverse behavioral and educational needs of students on the autism spectrum. The purpose of this course is to develop and broaden teacher competencies to evaluate and identify needs, as well as design and implement effective evidence-based strategies and methods for teaching and supporting individuals with Autism Spectrum Disorders (ASD). The emphasis will be placed on designing practical strategies for learning and behavioral/sensory regulation for use in school and community sites, particularly in inclusive settings. Please note: Due to upcoming program revisions, this course will only be available to students admitted to the program prior to Fall 2011.

SED 569 Curriculum Development, Modification and Differentiated Learning
(4 Cr.)
This provides an understanding of the processes, strategies and interpersonal dynamics involved in curricular development and improvement. It focuses on analyzing and prescribing, modifying and delivering differentiated instruction in math, social studies, science and language arts for individuals with disabilities who receive instruction in general and/or special education settings. This course must be successfully completed prior to student teaching/practicum. Please note: Due to upcoming program revisions, this course will only be available to students admitted to the program prior to Fall 2011. Prerequisite: SED 503, 532 and successful completion of Benchmark One.

SED 577 Cross-Categorical Student Teaching: Middle Childhood-Early Adolescent
(4 Cr.)
This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for elementary-middle school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing initial certification. Please note: Due to upcoming program revisions, this course will only be available to students admitted to the program prior to Fall 2011. Prerequisite: Departmental approval.

SED 579 Cross-Categorical Student Teaching: Early Adolescent-Adolescent
(4 Cr.)
This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for middle-secondary school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing initial certification. Please note: Due to upcoming program revisions, this course will only be available to students admitted to the program prior to Fall 2011. Prerequisite: Departmental approval.

SED 601 Individual Educational Assessment and Diagnosis
(3 Cr.)
This course focuses on formal and informal assessments used to evaluate students suspected of having disabilities. This course covers the administration, analysis and interpretation of individual and group assessment tools to evaluate all areas of disability. Emphasis is given to learning how best to use the information these tools offer while still being cognizant of their limits and potential abuse. Special emphasis is given to specific functional behavioral assessment strategies useful for diagnosing and teaching emotionally/behaviorally disturbed children and adolescents. Students will gain the technical prerequisites necessary to understand standardized assessments. The course requires students to critically analyze standardized tests, research alternative assessment measures, and practice administration, scoring and interpreting of a norm-referenced test in a written case study report. Areas of concentration are embedded in this course – CD, EDB and SLD.

SED 602 Autism and Communication Disorders
(2 Cr.)
This course provides an in-depth understanding of individuals who have the diagnosis of an autism spectrum disorder. Characteristics are reviewed and discussed in the context of the student's unique educational needs and implications for inclusive educational practices. Components of successful inclusive programs are reviewed. Students will become acquainted with ways to design and implement positive support strategies, communication, and accommodations for students with communication delays. In addition students develop an understanding of language development, the importance of communication in the learning environment, and communication strategies, including the use of augmentative/alternative communication systems that can be used with individuals with disabilities. Furthermore, this course focuses on understanding how to implement appropriate communication strategies.

SED 603 Transition, Transition Services, Transition Planning
(1 Cr.)
This focuses on collaboration and communication skills enabling teachers to work jointly with parents to plan, implement and evaluate transition programs for students with special needs. It also emphasizes transition planning in relation to laws, regulations, IEPs and self-determination. Students will understand that transition is a lifelong process.

The course will focus on the following:
• transition models, issues and best practices to plan and implement a transition process for student with special education needs and their families,
• issues related to the transition K-12 process in the classroom, school, home and community,
• determination of "best practices" that should be used with students/parents to develop the skills and knowledge that will assist them in the transition process, and
• knowledge of methods of assisting students to self-advocate.

SED 604 Developing IEPs
(1 Cr.)
Writing an effective Individualized Education Plan (IEP) involves gathering and writing information about an individual student in order to develop a plan for that student that meets federal and state guidelines. The IEP serves as a guide for teachers and parents, and lists students' needs, a plan for instruction, and information for coordination of programming and services. This course explores how to incorporate academic content standards into an IEP. Specific focus will be on the completion to the annual IEP.

SED 605 Special Education Curriculum and Methods I
(3 Cr.)
This course provides an understanding of the processes, strategies, and interpersonal dynamics involved in curricular development and improvement for students with mild to moderate special education needs. It focuses on analyzing, prescribing, modifying, and delivering differentiated instruction in mathematics, social studies, science, and language arts for individuals with disabilities who receive instruction in general and/or special education settings. Students working toward initial certification take SED 606 Field Experience II concurrently with this class. Students working toward extended certification take SED 615 Field Experience I concurrently with this class. Corequisite: SED 606 or SED 615.

SED 606 Field Experience II
(1 Cr.)
Field Experience II is a pre-student teaching experience that provides the students an opportunity to explore the teaching profession in an actual classroom setting that includes students with special needs at the middle childhood to early adolescent level or early adolescent to adolescent level. Teacher candidates who are seeking certification will observe and participate in a variety of lessons and activities in the assigned placement. The goals and assignments of the observations are related to content in SED 601 and SED 605 based on the InTASC Model Core Teaching Standards and Council for Exceptional Children Standards. Student will teach five lessons as part of the required 35 hours for SED 605 Curriculum and Instruction I. Teacher candidates also complete 15 hours related to class assignments from SED 601 Individual Assessment and Diagnosis. Corequisite: SED 605; SED 601.

SED 607 Special Education Curriculum and Instruction II
(3 Cr.)
This course includes the study of objectives, curriculum content, methodologies and instructional materials appropriate for elementary, middle and secondary students with moderate to signification special education needs. This course emphasizes social skills, personal living skills, self-determination skills, community-based instruction, and universal design. Candidates will develop assessment, instruction, and management skills necessary to educate persons with severe developmental disabilities. Areas of focus include mobility, self-help, socialization, cognition, communication, pre-vocational skills and the Common Core Standards for students with significant disabilities. The course includes further instructional techniques and learning segment (lesson) planning. This course develops students' understanding of the key components within a learning segment (lesson plan) and how to address individual learning styles. (Cognitive Disabilities Area of emphasis embedded in this course.) Corequisite: SED 601, SED 605.

SED 608 Positive Behavior Supports for Students with Emotional Behavioral Disabilities
(3 Cr.)
This course provides the student with understanding of common behavior problems of children and adolescents identified at-risk due to emotional behavioral disabilities (EBD). The focus of the course is on the development of positive behavior support strategies for preventing and reducing disciplinary problems due to inappropriate and/or aggressive behaviors in students who demonstrate challenging behaviors.

The course will include, but is not limited to the following:
• Understanding of and demonstrate of a variety of behavioral, cognitive, environmental, social and applied behavioral analytical models applied to individual and group behavioral interventions for pupils identified with learning and behavioral problems (CD, LD and EBD).
• Examine of and understanding of personal attitudes, beliefs and behaviors that positively or negatively influence student behavior.
• Understanding of and ability to apply assessment-based intervention planning methodologies to determine a functional analysis of a student's behavior, develop and test a hypothesis, assess the validity of the hypothesis, design an intervention, collect data on the intervention and adjust the plan accordingly
• Understanding of and ability to apply a variety of interventions for specific behavior problems.

SED 609 Field Experience III Initial
(1 Cr.)
Field Experience III is a pre-student teaching experience that provides an opportunity for students to explore the teaching profession in an actual classroom setting that includes students with special needs at the middle childhood to early adolescent level or early adolescent to adolescent level. Teacher candidates who are seeking certification will observe and participate in a variety of lessons and activities in the assigned placement. Students will teach lessons as part of the required 20 hours for SED 607 Curriculum and Methods II. Students also will complete 15 hours related to class assignments from SED 608 Effective Behavioral Interventions for Students with Special Needs. A $20 course fee is required. Corequisite: SED 607, SED 608. Lab Fee Required.

SED 610 Special Education Seminar II
(1 Cr.)
This seminar is designed to culminate the teacher candidate's experiences and learning from the special education initial and extended certification program. The course facilitates the production of Benchmark II--the second portfolio submitted by the students. Teacher candidates will link key assignments from previous coursework to the InTASC Teacher Standards and CEC standards in order to demonstrate developing competencies for teaching students with special education needs and their readiness to student teach. The course also will provide teacher candidates with an induction to student teaching expectations.

SED 611 Benchmark II
(0 Cr.)
The purpose of this course is to provide an opportunity for initial or extended teacher certification candidates working on certification at the middle childhood to early adolescent level or early adolescent to adolescent level in the area of special education to demonstrate increased competency in the InTASC Standards and the Council for Exceptional Children standards. Through the written and oral portions of this course, certification candidates will demonstrate/provide evidence of their readiness for student teaching. Prerequisite: EMA 550 or SED 616. Corequisite: SED 610.

SED 612 Student Teaching Middle Childhood-Early Adolescence
(6 Cr.)
This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for elementary-middle school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing initial certification. Prerequisite: Department approval, SED 611, 3.0 GPA with no grade lower than B-.

SED 613 Student Teaching Early Adolescence-Adolescence
(6 Cr.)
This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for middle-secondary school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing initial certification. Prerequisite: Department approval, SED 611, 3.0 GPA with no grade lower than B-.

SED 614 Student Teaching Seminar Benchmark/Portfolio III Initial
(2 Cr.)
This course is designed to support student teacher candidates throughout their student teaching experiences. They will concentrate on professional issues related to the integration of theory and practice. The course will provide students with opportunities to reflect upon and evaluate their teaching performance within the classroom setting, network with other teacher candidates, prepare for future employment, explore future topics related to teacher development, and prepare for Benchmark/Portfolio III. The Professional

Development Plan will be outlined. Students also will reflect upon their student teaching experiences as they relate to bridging knowledge, practice and service and their development of the knowledge, dispositions and performances/skills required by the InTASC Model Core Teacher Standards and the CEC Standards. It also will address issues related to Teacher Performance Assessments (TPA). This is to be taken concurrently with student teaching. Prerequisite: Department approval. Corequisite: SED 612 or SED 613.

SED 615 Field Experience I
(1 Cr.)
Field Experience I provides an opportunity for teacher candidates who are extending their certification to complete field experiences in classroom settings with students with special needs at the middle childhood to early adolescent level or early adolescent to adolescent level. Teacher candidates who are seeking extended certification will observe and participate in a variety of lessons and activities in the assigned placement. The goals and assignments of the observations are related to content in SED 601 and SED 605 based on the InTASC Model Core Teaching Standards and Council for Exceptional Children Standards. Teachers will deliver two lessons during the required 10 hours for SED 605. Teachers also will complete 15 hours related to class assignments from SED 601. A $25 course fee is required. Corequisite: SED 605, SED 601. Lab Fee Required.

SED 616 Benchmark I
(0 Cr.)
The purpose of Portfolio/Benchmark I is the first portfolio submitted by students who are working on extended certification at the middle childhood to early adolescent level or early adolescent to adolescent level in the area of special education. The first portfolio/benchmark provides teacher candidates who are extending their certification an opportunity to demonstrate their progress in acquiring additional competencies of teaching for students with special needs and their readiness to proceed with advanced coursework and field experiences. Portfolio/Benchmark I is scheduled at the end of the semester. Attendance is required. During the Benchmark I/Portfolio I Assessment, each teacher candidate will do an oral presentation with one faculty reviewer and other teacher candidates, write an impromptu lesson plan, submit the Professional Experiences Reflective Essay and the Professional/Disposition Inventory completed by the Field Experience I Cooperating Teacher and University Supervisor.

SED 617 Field Experience II Extended
(1 Cr.)
Field Experience II is a pre-student teaching experience that provides students with an opportunity to explore the teaching profession in an actual classroom setting that includes students with special needs at the middle childhood to early adolescent level or early adolescent to adolescent level. Teacher candidates who are seeking certification will observe and participate in a variety of lessons and activities in the assigned placement. Students will teach lessons as part of the required 20 hours for SED 607 Curriculum and Methods II. Students also will complete 15 hours related to class assignments from SED 608 Effective Behavioral Interventions for Students with Special Needs. A $20 course fee is required. Corequisite: SED 607, SED 608. Lab Fee Required.

SED 618 Student Teaching Middle Childhood-Early Adolescence
(4 Cr.)
This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for elementary-middle school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing extended certification. Prerequisite: Department approval, SED 611, 3.0 GPA with no grade lower than B-.

SED 619 Student Teaching Early Adolescence-Adolescence
(4 Cr.)
This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for middle-secondary school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing extended certification. Prerequisite: Department approval, SED 611, 3.0 GPA with no grade lower than B-.

SED 620 Student Teaching Seminar Benchmark/Portfolio III Extended
(1 Cr.)
This course is designed to support teachers who are extending their certification throughout their student teaching experiences. This course concentrates on professional issues related to the integration of theory and practice, and will provide students with opportunities to reflect upon and evaluate their teaching performance within the classroom setting, network with other teachers and teacher candidates, prepare for future employment, explore future topics related to teacher development, and prepare for Benchmark/Portfolio III. Students also will reflect upon their student teaching experiences as they relate to bridging knowledge, practice and service and their development of the knowledge, dispositions and performances/skills required by the InTASC Model Core Teacher Standards and the CEC Standards. This is to be taken concurrently with student teaching. Prerequisite: Department Approval. Corequisite: SED 614, SED 618 (or SED 619).

SEDU 505 Special Education Issues I
(1 Cr.)
This two-day, face-to-face weekend course focuses on an overview of students with special needs, including children with cognitive, learning, physical and sensory disabilities and children with emotional and behavioral disabilities. Additional topics include: introduction to the most current issues related to the field of special education; current legal challenges; inclusion; response to intervention; research related to autism; connection between No Child Left Behind and students with special education needs; understanding of special abilities and disabilities; understanding and appreciation of the academic, cultural, social-economic, racial, ethnic and gender diversity found in K-12 classrooms so candidates can design a learning environment and learning experience that will meet the individual needs of this diverse population; components of successful inclusive programs; and use of accommodations and modification. A $25 course fee is required. Lab Fee Required.

SEDU 510 Behavioral Support for Students with Special Education Needs
(3 Cr.)
This course provides students with an understanding of common developmental and behavior problems of children and adolescents with special education needs. The focus of the course is positive behavior support strategies useful for preventing and reducing disciplinary problems, and inappropriate and aggressive violent behaviors. Strategies include aggression replacement training, conflict resolution, cognitive behavior modification, bully proofing, peer helping approaches, and life space crisis intervention. The course also covers effective behavioral interventions based on behavior analytical principles, steps to apply learning principles, techniques to maintain behavior change inclusive of self-management and generalization strategies, and fundamentals of instruction and lesson planning with candidates demonstrating an understanding of the key components within a lesson plan and how to address individual learning styles in lesson plans.

SEDU 511 Literacy
(3 Cr.)
The content of this course is designed to acquaint special educators with techniques for informal literacy assessment and effective instruction through literacy strategies in the area of accuracy, fluency and comprehension. Related topics include planning appropriate instruction for students experiencing literacy difficulties and communication with parents and professionals.

SEDU 515 Developing IEPs
(1 Cr.)
This course provides an understanding of the current Individualized Education Plan (IEP) legislation and processes. The course focuses on developing legal and useful IEPs using the current state-developed IEP forms and methods for implementing, monitoring, and analyzing the plans.

SEDU 520 Portfolio Seminar
(1 Cr.)
This course focuses on the information and skills needed to develop a portfolio to meet the requirements of the special education program's portfolio/benchmarks. Topics to be emphasized include the role of the InTASC and CEC Standards for Teacher Development and Licensure, philosophy statement composition, artifact selection, narrative writing, and resume preparation. The essential role of reflection in portfolio development and professional growth will be stressed.

SEDU 525 Curriculum Development--Modification and Differentiated Learning
(4 Cr.)
This course provides an understanding of the processes, strategies and interpersonal dynamics involved in curricular development and improvement. It focuses on: analyzing and prescribing, modifying and delivering differentiated instruction in math, social studies, science and language arts for individuals with mild to moderate disabilities who receive instruction in general and/or specific education settings. This includes fundamentals of instruction and lesson planning in order to develop students' understanding of the key components within a lesson plan and how to address individual learning styles.

SEDU 526 Curriculum and Instruction for Students with Mild to Moderate Special Education Needs Part I
(2 Cr.)
this course provides an understanding of the processes, strategies and interpersonal dynamics involved in curricular development and improvement. The courses focus on: analyzing and prescribing, modifying and delivering differentiated instruction in math, social studies, and science and language arts for individuals with disabilities who receive instruction in general and/or special education settings who have mild to moderate special education needs. Courses includes fundamentals of instruction and lesson planning in order to develop the Teachers/Teacher Candidate's understanding of the key components within a learning segment (lesson plan) and how to address individual learning styles and plan for students with special needs who are in both inclusive and small group settings.

Effective special educators in cross-categorical program need to meet diverse student needs in varied ways. Part I and Part II of Curriculum and Instruction for students with Mild to Moderate Special Education Needs are designed to increase teachers' skills in matching students' abilities and needs with curriculum content using differentiated learning and curricular adaptations.

SEDU 527 Curriculum and Instruction for Students with Mild to Moderate Special Education Needs Part II
(2 Cr.)
This course provides an understanding of the processes, strategies and interpersonal dynamics involved in curricular development and improvement. The courses focus on: analyzing and prescribing, modifying and delivering differentiated instruction in math, social studies, and science and language arts for individuals with disabilities who receive instruction in general and/or special education settings who have mild to moderate special education needs. Courses includes fundamentals of instruction and lesson planning in order to develop the Teachers/Teacher Candidate's understanding of the key components within a learning segment (lesson plan) and how to address individual learning styles and plan for students with special needs who are in both inclusive and small group settings.

Effective special educators in cross-categorical program need to meet diverse student needs in varied ways. Part I and Part II of Curriculum and Instruction for students with Mild to Moderate Special Education Needs are designed to increase teachers' skills in matching students' abilities and needs with curriculum content using differentiated learning and curricular adaptations
Prerequisite: SEDU 526.

SEDU 530 Special Education Issues II
(1 Cr.)
This two-day, face-to-face weekend course, focuses on the following: differentiation, cultural diversity, issues of disproportionate representation of students from diverse groups (i.e., racial/ethnic, linguistic, socioeconomic) among students receiving special education services, standards for diverse learners, and student teaching requirements. Additional topics may include: current legal challenges, research related to autism, design of learning environments and learning experiences that will meet the individual needs of this diverse population, advocacy for individuals with a wide range of diversities, concepts of social justice, and educational equity. A $20 course fee is required. Lab Fee Required.

SEDU 535 Assessment for Intervention and Special Education Eligibility
(3 Cr.)
This course focuses on formal and informal assessments used to evaluate students suspected of having disabilities. This course covers the administration, analysis and interpretation of individual and group assessment tools to evaluate all areas of disability. Emphasis is given to learning how best to use the information these tools offer while still being cognizant of their limits and potential abuse. Special emphasis is given to specific functional behavioral assessment strategies useful for diagnosing and teaching emotionally/behaviorally disturbed children and adolescents. Students will gain the technical prerequisites necessary to understand standardized assessments. The course requires students to critically analyze standardized tests, research alternative assessment measures, and practice administration, scoring and interpreting of a norm-referenced test in a written case study report.

SEDU 540 Curriculum and Methods: Functional Skills
(3 Cr.)
This course includes the study of objectives, curriculum content, methodologies and instructional materials appropriate for elementary, middle and secondary students with moderate to severe needs in the area of exceptional education. This course emphasizes social skills, personal living skills, self-determination skills, community-based instruction, and universal design. Candidates will develop assessment, instruction, and management skills necessary to educate persons with severe developmental disabilities. Areas of focus include mobility, self-help, socialization, cognition, communication, and pre-vocational skills. The course includes further instructional techniques and lesson planning. This course develops students' understanding of the key components within a lesson plan and how to address individual learning styles.

SEDU 545 Transition
(2 Cr.)
This course focuses on collaboration and communication skills, enabling teachers to work jointly with parents to plan, implement and evaluate programs for students with special needs. It also emphasizes transition planning in relation to laws and regulations. Students will understand the development of IEPs related to self-determination and that transition is a lifelong process.

SEDU 550 Student Teaching: Middle Childhood to Early Adolescence
(3 Cr.)
This course offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for middle childhood to early adolescent students with special education needs. The integrated discussion of professional issues and problem solving using current practicum problems and the integration of theory and practice occurs online during the student teaching experience. Students are graded using the Performance Inventory and seminar activities, which become the final portion of their portfolio. Corequisite: SED 505.

SEDU 555 Student Teaching: Early Adolescent to Adolescent
(3 Cr.)
This course offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for early adolescent to adolescent students with special education needs and the related student teaching seminar. The integrated discussion of professional issues and problem solving using current practicum problems and

the integration of theory and practice occurs online as the seminar portion during the student teaching experience. Students are graded using the Performance Inventory and seminar activities, which become the final portion of their portfolio. Corequisite: SED 505.

SEDU 556 Introduction to Action Research
(3 Cr.)
This course is an opportunity to design and plan for conducting action research. Action research is defined as research in an authentic educational context in which an authentic task is implemented and evaluated. The purpose of the action research experience is to refine students' problem-solving abilities while providing hands-on experience.

SEDU 557 Implementation of Action Research
(1 Cr.)
Students will carry out action research, complete a written document and present their findings to a panel. Action research is defined as research in an authentic educational context in which an authentic task is implemented and evaluated. The purpose of the action research experience is to refine students' problem-solving abilities while providing hands-on experience. Prerequisite: SEDU 556.

DISTRICT ADMINISTRATOR

The District Administrator licensure is a 14-month program that leads to certification for the superintendent's license in the state of Wisconsin.

This license permits the student to serve as a superintendent or assistant superintendent.

The 21-credit District Administrator licensure program is delivered in an accelerated, cohort model format. One group of students comprises a cohort taking courses together and moving through the program as a group.

Classes typically meet on weekends which enable students to pursue this licensure while simultaneously continuing their careers.

PROGRAM FORMAT

The program is designed for the practicing school administrator who aspires to district leadership as a superintendent or assistant superintendent. The typical cohort is made up of principals, assistant principals, directors of instruction, pupil services, business managers, or other roles that provide a strong basis for the potential of district level leadership. The cohort model provides a diverse forum for discussion and a rich professional environment for learning.

Study teams are developed within each cohort to provide additional study and preparation time and to extend the professional conversation. Study teams typically meet between class sessions at a time and place mutually agreed upon by the members of the team.

A new cohort begins each September and moves through the seven-course, 21-credit program in 14 months. The coursework and practicum experiences build on those skills gained in a Masters Degree program and the professional experiences of the students. Emphasis is placed on leadership from the superintendent perspective with district economics and finance, working with the school board, leading the learning organization, and a thorough understanding of the standards for teachers and administrators. A year-long practicum provides each student with superintendent experiences under the guidance and supervision of a practicing superintendent and a Cardinal Stritch University supervisor.

The program faculty is a mix of Doctoral faculty, practicing and retired superintendents.

CERTIFICATION INFORMATION

District administrator students are eligible for a provisional superintendent license at the start of the program for those who have an immediate need. All students are eligible for the five-year professional superintendent license at the completion of the program. Note that a superintendent license requires administrative certification as a principal as a prerequisite.

PROGRAM REQUIREMENTS

The Superintendent licensure program is delivered in an accelerated, cohort model format, similar to the Doctoral Program at Cardinal Stritch University. One group of students, consisting of 10 to 20 students, comprises a cohort. Students take courses together and move through the program as a group. Courses are offered one or two weekends a month throughout the year.

Students completing the Ed.D. or Ph.D. in Leadership for the Advancement of Learning and Service must complete the Ed 760 course in Superintendency and Ed 770 course in Economics and Finance to be eligible for the Superintendent's license. This is a 21-credit program that leads to certification for the Superintendent's license in the state of Wisconsin. Students will need to enter the program with a master's degree from a regionally-accredited school. Students that complete the certification program may transfer the 700-level credits into the Doctoral Program at Cardinal Stritch University.

Practicum Experience
A structure practicum experience is created for each student in cooperation with his/her superintendent and a representative from the Cardinal Stritch University faculty, usually a veteran or retired superintendent. The practicum will provide that full range of experiences so the student is familiar with the superintendent role in all of its leadership aspects. The DPI standards serve as a guide for the practicum.

Grading

The Superintendent Licensure program uses the same grading assessments as the doctoral program. Students are assessed s High Pass/Pass/Incomplete/Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent

to an A, Pass is equivalent to a B and Fail is equivalent to an F. The program uses rubrics based on course and program outcomes as assessment guides.

ADMISSION REQUIREMENTS
To qualify for admission to the District Administrator licensure program at Cardinal Stritch University, students must have:
- Three years of administrative experience in K-12 schools
- Master's degree from a regionally-accredited college or university in the field of education
- A grade point average of 3.5 on a 4.0 scale in master's coursework
- Three structured references
- A current administrative license: Director of Instruction, Principal, Business Manager, or Director of Pupil Services

LICENSURE REQUIREMENTS
A student is a candidate for superintendent licensure when:
- All superintendent coursework has been successfully completed.
- Practicum Experience has been successfully completed.
- All financial obligations incurred with the University have been met.
- Obtain recommendation of the program chair.

Special Notes
- Courses in the District Administrator licensure program will transfer directly in the Doctoral program at Cardinal Stritch University; however, students must apply separately to the Doctorate in Leadership for the Advancement of Learning and Service.
- Candidates completing the doctoral program at Cardinal Stritch University must complete the ED 760 course in Superintendency and ED 770 course in School Finance and Economics to be eligible for the Superintendent's license.

COURSE DESCRIPTIONS

ED 760 The Superintendency
(3 Cr.)
This course explores the skills, knowledge, and dispositions essential to perform effectively as a 21st century school district administrator. Students will analyze and evaluate theories, strategies, and practices embraced by high-performing superintendents, with emphasis placed on the role of district leadership in effectuating change to improve schools and student achievement. The instructor draws upon the background and experiences of superintendency students, as well as current research on change and learning theories, to examine how the superintendent can maximize educational, political, and managerial leadership.

ED 761 Doctoral Dissertation Seminar
(0 Cr.)
This course is a continuation research seminar designed as a requirement for students who have completed all course work and are still working on their dissertation. Enrollment in the course provides students with access to all services provided by the University.

ED 770 School Finance and Economics
(3 Cr.)
This course provides an overview of the Wisconsin School Finance System and provide theoretical and practical knowledge to enable a superintendent to successfully fulfill leadership responsibilities regarding finance and business operations of the school district. The course specifically addresses the following ISLIC Standards:
•   Standard 3 – The school administrator is an educational leader who promotes the success of all students by ensuring management of the organization's operations and resources for a safe, efficient, and effective learning environment.
•   Standard 4 – The school administrator is an educational leader who promotes the success of all students by collaborating with family and community members, responding to diverse community interests and needs, and mobilizing community resources.
•   Standard 5 – The school administrator is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner.
•   Standard 6 – The school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
•   Standards 1 and 2 – "Facilitating Shared Vision" and "Sustaining Culture and Instructional Program" will be indirectly supported through development of leadership competencies addressed in the course.

The emphasis of this course is on the Wisconsin System of School Finance, the Wisconsin School Budgeting Cycle, and business and operations functions of the school district. Attention will be focused on the theoretical and practical knowledge necessary to address

school district financial requirements as well as political aspects by creating community understanding and support for the financial operations of the district.

ED 771 Leadership Development Seminar
(1 Cr.)
During this course, students will complete a detailed portfolio that demonstrates knowledge, skills, and dispositions of effective instructional practices based on the Wisconsin Teacher Standards. Students will complete an Administrative Standards Assessment and reflective analysis. Students will create a Personal Leadership Purpose statement, maintain a log of Superintendent-level Practicum Experiences and participate actively in a professional cohort network.

ED 772 Superintendency Seminar
(2 Cr.)
During this course, students will complete a final portfolio that demonstrates knowledge, skills, and dispositions of the Wisconsin Administrative Standards. Students will draft a Professional Development Plan (PDP) based on the requirements of the DPI and PI 34. Students will consider their own progress in leadership development as determined by completing an Administrative Standards Inventory and considering their unique practicum experiences. They will address perceived program/personal professional gaps and address means to close them, participate in development utilization of an online School Leadership Network to advance the cohort's knowledge and skill and to remain connected after course completion. Students will create a Personal Leadership Purpose statement that will be included in their portfolio and develop a working mentor relationship with a superintendent or district-level staff person to advance knowledge, skills, and practice emphasizing those areas of perceived need.

ED 774 Leadership Perspective of the Nature and Nurture of Learning
(2 Cr.)
This course is the companion seminar to ED 776 in the Learning Systems segment of the District Administrator Licensure Program. ED 774 actively engages current research and theory to promote leadership perception of behaviors that favorably influence learning in individuals and organizations. Seminar participants will construct knowledge about the nature and nurture of learning aligned to learning standards and assessments. They will also examine the role of leaders in learning systems and relationships thereof to the Wisconsin Administrator Standards. Prerequisite: Admission to District Administrator Licensure Program.

ED 776 Leadership in Planning, Facilitating and Assessing Learning
(2 Cr.)
ED 776 is the companion seminar to ED 774 in the Learning Systems segment of the District Administrator Licensure program. In this course, students will learn   current research and theory to advance leadership perspective of the articulation of learning standards, assessments, and practices in learning systems. Seminar participants will construct knowledge of the nature and alignment of learning, learning standards, and learning assessments. They will also examine the role of leaders in learning systems and relationships thereof to the Wisconsin Administrator Standards.

DOCTORATE IN LANGUAGE AND LITERACY (PH.D.)

Literacy is a process by which language is used and information is acquired, communicated, integrated, and applied for different purposes. Literacy is defined as reading, writing, listening, speaking, and viewing within a variety of cultural, historical, social, and institutional settings. In an era of rapid and dramatic social change, the significance of literacy has accelerated. Global communication, the Internet, and public policy are creating new forms of literacy such as digital media and placing new demands on the literate population. The goal of this program is to develop literacy leaders who understand theoretical, instructional, and cultural models of literacy and who use their knowledge to service literacy acquisition, development, and instruction at a global, community, school, and personal level. It will lead students to visualize new trends in literacy education by balancing theory and pragmatics to support informed, systemic change. Students will acquire understanding of and familiarity with a wide range of perspectives but each student will develop a specific interest or a particular area of specialization within the field of literacy.

The expected outcomes of the program are as follows: Students will:
- Critique and apply neurocognitive, linguistic, cognitive, and socio-cultural models of literacy as solutions to contemporary literacy issues in four general areas: Oral and written language development; phonological processes; lexical and semantic comprehension processes; and sociocultural influences on literacy.
- Summarize, compare and evaluate theoretical and instructional perspectives in relation to current literacy issues.
- Articulate and apply program content to classroom, district, and community contexts.
- Construct literature reviews on selected literacy topics.
- Evaluate and implement multiple ways of designing and collecting data at a classroom, district and community level.
- Summarize, analyze and design descriptive/qualitative and experimental/quantitative research formats.
- Design, implement, and evaluate dissertation research that advances the literacy knowledge base

The Doctorate of Philosophy in Literacy and Language is a logical extension of Stritch's commitment to live and promote the Franciscan Values of peacemaking, community, caring, and hospitality. The doctoral program takes these values one step further, to embrace the spirit of a dream St. Francis had in which God directed him to "Rebuild my church." More specifically, the program involves the Stritch community to empower men and women with leadership skill, cutting-edge knowledge, and opportunities for responsible social reconstruction within local, regional, and global communities.

STUDENT POPULATION
The program is designed for mature professionals with substantial experience in teaching, program development, administration, and/or staff development who wish to earn the doctorate in four to five years. Students may undertake the program without having to relinquish full-time employment or change their residence. In essence, the program is designed to facilitate the development of practical and effective leaders for broader communities.

COURSEWORK
Students complete a 60 credit course sequence in three years. They are expected to complete the dissertation and program within four years. The maximum time limit for completing the program including the dissertation is seven years. Students continuing dissertation scholarship beyond the three year program schedule will enroll in one dissertation credits per semester to maintain contact with the advisor and dissertation committee and to have access to the university resources for research.

WEEKEND SEMINARS
The fall/spring curriculum sequence provides a six semester series of weekend academic seminars supported by study team sessions. Doctoral classes meet one weekend per month (Friday night, Saturday, and Sunday afternoon) September through April. They meet for four weekends over the summer months.

STUDY TEAMS
Students enroll in a cohort group and move through the program as a unit. Study teams are an integral part of the doctoral program educational model. The groups meet regularly outside of scheduled course times and function as mutual support mechanisms. Study team members make the commitment to work together both in and outside of class and assist each other in meeting the objectives and outcomes of the course through a shared learning environment.

GRADING

Doctoral courses will be assessed High Pass/Pass/Incomplete/ Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an A, Pass is equivalent to a B and Fail is equivalent to an F.

TECHNOLOGY COMPETENCY

Enrollment in the doctoral program requires competency in the use of electronic media to facilitate efficient and environmentally conscious communication among constituents regardless of location. Students will be expected to have access to a personal computer for E-mail, word processing, spreadsheets, graphic displays, and the use of the Internet for research and networking.

READING TEACHER/SPECIALIST CERTIFICATION

Successful completion of the program may result in 316 Reading Teacher and 317 Reading Specialist certification from the Wisconsin Department of Public Instruction. This will require additional coursework depending upon prior experience of the student and is subject to approval by the Department of Public Instruction. This will be handled on an individual basis.

ADMISSIONS REQUIREMENTS

To be considered for admission into the program, students must submit:
- A resume that documents formal education, professional work experience, honors, achievements, and activities related to education.
- Official transcripts from all post-secondary colleges/universities attended, including evidence of master's degree completion
- Cumulative grade point average of 3.5 on a 4.0 scale in master's coursework
- Three recommendations
- Formal essay with a maximum of six double-spaced pages. The essay is an essential aspect of the admission process.

GRADUATION REQUIREMENTS

A student is a candidate for the Ph.D. degree when:
- All Cardinal Stritch University coursework has been successfully completed.
- The Dissertation has been accepted and approved.
- The Oral Presentation has been successfully completed.
- All financial obligations incurred with the University have been met.
- All graduate credits applied to the degree have been earned within seven years at the time of graduation.
- Obtain recommendation for graduation from the program chair

COURSE DESCRIPTIONS

EDL 703 Research Seminar A
(3 Cr.)
Students will answer the following questions: What is the nature of research? What forms can research take? How can statistics inform the research process? This seminar introduces the process of research. Students will examine various descriptive and experimental research methodologies: case study research, ethnographic research, historical research, survey research, longitudinal and correlational research, and experimental and quasi-experimental research. Students will be introduced to statistical reasoning, descriptive and inferential statistics through one-way analysis of variance and to computer applications for research and statistics.

EDL 706 Theoretical Models of Literature and Language
(4 Cr.)
Students will answer the following questions: What are different theoretical models of literacy? How have these been conceptualized and tested? How have they been applied to literacy practice and societal issues? This course focuses on theoretical models of literacy: neurological, linguistic, cognitive and socio-cultural. Students will use the models as scaffolds for investigating the following topics: oral and written language development, phonological processes, lexical and semantic comprehension processes, and socio-cultural influences in literacy.

EDL 709 Qualitative Methodology and Design
(4 Cr.)
Students answer the following questions: What are exemplars of qualitative/descriptive studies that have impacted literacy theory and practice? What research is needed to address unanswered research questions? How might I design a prototype of a qualitative/descriptive research study?

EDL 712 Current Issues in Assessment
(3 Cr.)
Students will answer the following questions: How is the term "assessment" defined and used in different literacy contexts? How are the constructs of validity and reliability applied to formal and informal assessment instruments? What are the characteristics of valid and reliable assessment? How have educational assessment procedures been influenced by government policy? What are new assessment paradigms and what are their strengths and liabilities? Students will examine a variety of assessment instruments and procedures and critique them according to guidelines for ethical and meaningful assessment.

EDL 715 Literacy and Language Symposium
(2 Cr.)
Students will answer the following questions: What are current issues in literacy and language? How do literacy and language theory and research relate to and inform our understanding of these issues? Students will participate in seminar/symposium events that feature literacy and language speakers and focus on literacy and language research, and current issues in literacy and language. Participants will discuss the transformation and organization of literacy and language systems, the advancement of literacy, and the application of literacy and language theory and research to education practice.

EDL 716 Research in Child Language Disorders Symposium
(2 Cr.)
Students will answer the following questions: What are current issues in literacy and language? How do literacy and language theory and research relate to and inform our understanding of these issues? Students will participate in seminar/symposium events that feature literacy and language speakers and focus on literacy and language research, and current issues in literacy and language. Participants will discuss the transformation and organization of literacy and language systems, the advancement of literacy, and the application of literacy and language theory and research to education practice.

EDL 717 Literacy and Language Symposium
(3 Cr.)
Students will answer the following questions: What are current issues in literacy and language? How do literacy and language theory and research relate to and inform our understanding of these issues? Students will participate in seminar/symposium events that feature literacy and language speakers and focus on literacy and language research, and current issues in literacy and language. Participants will discuss the transformation and organization of literacy and language systems, the advancement of literacy, and the application of literacy and language theory and research to education practice.

EDL 720 Writing Theory, Practice and Assessment
(4 Cr.)
In this course, students will examine the nexus between theory and practice in writing in order to answer the following questions: What do we need to know about writing development? What do we need to know about the teaching of writing? What are we doing to assess student writing and what should we be doing differently?

EDL 722 Instructional Models of Literacy and Language
(4 Cr.)
Students will answer the following questions: What are different instructional models of literacy? How have these been conceptualized and tested? How have they been applied to literacy practice? Students are oriented to instructional models of literacy as applied in schools and classrooms and will examine how such models define literacy and instruction. Following Garcia and Pearson's (1991) heuristic, students will examine four general instructional approaches: direct instruction, explicit explanation, cognitive apprenticeship, and whole language. They subsequently will use the four approaches as scaffolds for investigating the following topics: oral and written language development; phonological processes; lexical and semantic comprehension processes; and socio-cultural influences on literacy.

EDL 726 Research Seminar B
(3 Cr.)
Students will answer the following questions: How does an understanding of inferential statistics inform research and data decision making? This seminar builds upon the content of Research Seminar A. It focuses on elements of design that apply to controlled experimental research. Statistical topics include regression, an introduction to non-parametric statistics and multivariate analysis of variance.

EDL 731 Quantitative/Experimental Research Methodology/Design
(4 Cr.)
Students will answer the following question: What are exemplars of quantitative/experimental studies that have impacted literacy theory and practice? Students will study different quantitative/experimental research designs and methodologies that address the following areas: aspects of oral and written language development, phonological processes, lexical and semantic comprehension processes, and socio-cultural influences on literacy.

EDL 736 Mixed Methods Research Methodology/Design
(4 Cr.)
Students answer the following question: What are examples of mixed methods studies that have impacted literary theory and practice? Students study different mixed methods research designs and methodologies that address the following areas: aspects of oral and written language development, phonological processes, lexical and semantic comprehension processes, and socio-cultural influences on literacy.

EDL 740 Comprehension
(3 Cr.)
Students will answer the following questions: How has comprehension been defined by literacy theorists and practitioners? What is the relationship of oral and written language comprehension? Students will examine the history of comprehension research including the various ways in which comprehension has been defined. They will evaluate connections between definitions of comprehension and current instructional practices. They will analyze the strengths and weaknesses of methods of assessing comprehension.

EDL 746 Sociocultural Models of Literacy
(4 Cr.)
Students will answer the following questions: What are sociocultural models and practice of literacy and how have these been conceptualized and tested? Sociocultural models are viewed through the lenses of the theoretical and instructional models of language and literacy examined in years one and two. Students will examine various lenses and, using these as a scaffold, explore issues in the following areas: 1) discourse, 2) second-language acquisition, 3) critical literacy, 4) visual/media literacy, 5) family literacy, 6) multicultural perspectives, 7) policy and research, 8) literacy and technology, and 9) teacher education.

EDL 750 Language Acquisition
(4 Cr.)
Students will answer the following question: how does language influence literacy and learning? The course examines theory and research on language acquisition and linguistic differences. It explores the relationship between language acquisition and literacy development. Students will analyze quantitative and qualitative research informed by the theoretical models presented and discuss implications for literacy practices.

EDL 752 Determining the Dissertation Topic
(3 Cr.)
Students will answer the following questions: What is the topic for my dissertation? What theoretical area most interests me? What research offers directions for a dissertation? Which specific area do I want to focus on? What questions do I want to answer? Which methodology is most appropriate?

EDL 754 Designing the Dissertation
(3 Cr.)
Students will answer the following questions: Having identified a dissertation topic and question, what research design best fits its implementation? How can I plan a research study that services the issues and/or population for which I am most concerned? The course allows students to plan and design their dissertation and set a timeframe for dissertation completion.

EDL 762 Current Issues in Word Knowledge
(3 Cr.)
Students will answer the following questions: How has word knowledge (a.k.a. word identification, word recognition) been defined by literacy theorists and practitioners? What is the relationship of word knowledge to the theories of cognition? How has it been assessed? What happens when word knowledge development varies? Students will examine the various ways in which word recognition has been defined. They will evaluate connections between these definitions and current instructional practices and will analyze the strengths and weaknesses of methods for assessing word knowledge.

DOCTORATE IN LEADERSHIP FOR THE ADVANCEMENT OF LEARNING AND SERVICE (ED.D. OR PH.D.)

The Doctorate in Leadership for the Advancement of Learning and Service provides advanced study in leadership that prepares graduates to make significant contributions to their organizations and to their communities. Specifically, the program design develops leadership knowledge, skills and attitudes that serve the creation of exceptional learning organizations capable of meaningful service to the common good. The program's ultimate goal is the transformation of individuals and organizations to enhance the quality of life in the greater community prepared to face the challenges of the 21st century.

The course of study is designed for educators, other professionals, and researchers representing all disciplines and professions. The doctoral programs at Cardinal Stritch University are active in key decision-making groups affecting the quality of life throughout southeastern Wisconsin, the Midwest, and beyond. Stritch continues to play a leadership role among Franciscan institutions across the country, and throughout the world, for renewing and embodying Franciscan Values.

Both the Doctorate in Leadership for the Advancement of Learning and Service and the Doctorate in Leadership for the Advancement of Learning and Service in Higher Education are natural extensions of Stritch's commitment to live and promote the Franciscan Values of peacemaking, community, caring and hospitality. More specifically, the program prepares men and women with leadership skills, cutting-edge knowledge and community-based opportunities to exercise responsible leadership in their organizations and communities.

DISTINCTIONS BETWEEN ED.D. AND PH.D.

Each doctoral student in the College of Education and Leadership may choose between two degree tracks in the Doctorate in Leadership for the Advancement of Learning and Service - Doctor of Education degree (Ed.D.) or Doctor of Philosophy degree (Ph.D.). The difference between the two degrees is typically summarized in the following manner: The Ed.D. is more application-oriented and the Ph.D. is more research-oriented. However, the difference is more complex than this one statement.

Ph.D.
- Theoretical foundations of the field
- Application of other foundational or related disciplines
- Research coursework which emphasizes theory building, statistics and research design

Ed.D.
- Development of specialized practitioner skills
- Application of other foundations and techniques to the field
- Applied research which primarily addresses practitioner problems or questions

The Ph.D. course of study is more focused on research skill courses (sometimes called "methods") than the Ed.D. Therefore, individuals whose future employment may involve planning, conducting and interpreting research should consider the Ph.D. The Ed.D. is designed to be a practitioner's degree and features courses to assist individuals to improve practice in their respective fields and within their communities. Both degrees focus on leadership and are appropriate for individuals who intend to provide influence in their chosen career. While the Ph.D. will require students to acquire a deeper and more specific understanding of the various components of research, both degrees focus on implementation of research, e.g. practical outcomes in the sharing of knowledge.

Graduates of both programs will be prepared to make the world a better place in which to live. Specifically, a deeper knowledge of research enables more community action and publications by our students.

THE DISSERTATION

The dissertation component of the Ed.D. and Ph.D. both require rigid adherence to standards of research methodology while analyzing the data for practical implications in the development of original scholarship. However, the Ph.D. will require more depth in developing the theoretical structure of a research base. In addition, the Ph.D. dissertation will require extended depth of analysis of the data and research, and contain rigorous design procedures. All dissertations must address leadership for the advancement of learning and service, and explicate practical applications implied in the results. The dissertation is fully incorporated into the regular coursework to integrate both course knowledge, theory, and practice.

COURSEWORK

All doctoral students complete the Ed.D. course sequence which is comprised of 60 credits in three years of work. Students selecting the Ph.D. track take an additional 12 credits in theory and research. At the end of the first year of study (May/June), students will decide whether to continue in the Ed.D. track or pursue the Ph.D in leadership degree. Nevertheless, all students remain in their original cohort.

Each student develops an Individual Plan of Scholarship that focuses on knowledge, skills, and character development related to leadership for learning and service. The Individual Plan of Scholarship provides a focusing framework for seminars, independent study, field practice, and research. The plan is developed and assessed through demonstrations of knowledge, skills, and dispositions described in performance indicators. Evidence of progress and proficiency related to the Individual Plan of Scholarship comprise the student portfolios.

PH.D. COURSES

Students who pursue the Ph.D. track will take the two-credit course, Advanced Research Theory and Methods in year one, and a course in Theory and Model Building near the end of the program. Ph.D. students must successfully complete eight credits in addition to the two 2-credit courses listed above for a total of 12 credits. The eight credits must be selected from the list of variable credit research courses, with at least one credit coming from each of the three main categories: Methods, Current Research and Statistics.

STUDENT POPULATIONS

The program is designed for professionals with present or emerging leadership responsibilities in a variety of learning communities: universities and colleges, business and industry, health care institutions, community organizations, social services, unions, libraries, government agencies, vocational education, staff training programs, consulting organizations, international agencies as well as K-12 public, private and parochial schools. Participants share a common interest in leadership, and may use their own work sites as a focus of graduate study. In essence, the program is designed to facilitate the development of effective leaders across a broad base of communities.

COHORT GROUP

Students enroll in a cohort group with approximately 20-24 members. Each cohort group begins with an introductory seminar. Members of the cohort group support and challenge one another to accomplish goals, study together, collaborate on projects, and teach each other what they learn about leadership through community service and individualized study.

STUDY TEAMS

Each study team is composed of 3-5 students. The study team is responsible for meeting together in a location and time apart from the regularly scheduled seminar meetings. For each seminar, the study team supports individual member's exploration of leadership theory and influences through readings, experiences, case studies, and models. The study team will set its own agenda that meets the needs of its members, documents activities, shares its findings in a seminar session, and evaluates its effectiveness as a model of a learning community.

DISTRICT ADMINISTRATOR'S CERTIFICATION PROGRAM

Students interested in earning the District Administrator's License in Wisconsin will enroll in two additional seminars related to competencies required by the Department of Public Instruction but not incorporated into the doctoral program (The Superintendency and School Finance). An internship in the role of District Administrator may take the place of at least one practica, and a practicing District Administrator may serve as the community mentor for the internship.

THE SUMMER INSTITUTES

The summer curriculum sequence is comprised of a Leadership in Learning and Service Institute series over three years. Each Institute provides focused seminar study of current leadership research, theory and practice. Introductory seminars to the doctoral study and research are integrated into a conference-style atmosphere with numerous speakers, facilitators, and workshops on cutting-edge topics in leadership, learning, and service.

FALL/SPRING WEEKEND SEMINARS

The fall/spring curriculum sequence provides a six-semester series of weekend academic seminars supplemented by study team sessions. The academic seminars engage directed study of leadership, learning, service, and research. The learning team sessions provide for completion of academic seminar assignments and continuing exploration of leadership study. Doctoral classes meet one weekend per month (Friday night, Saturday, and Sunday afternoon) or two weekends per month from September through April of each year.

TIME LIMITATION

The course sequence is three years, and students are expected to complete the program in three to four years. The maximum time limit for completing the program, including dissertation, is seven years. Students continuing dissertation scholarship beyond the prescribed three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee, and to have access to university resources for research.

PRACTICA/FIELD EXPERIENCES

The course sequence is three years and students engage in at least three problem-based learning experiences within and outside of their fields of employment. The learning experiences will help inform the dissertation. The practica/field experiences integrate learning through research, reflection, and practice with the knowledge, skills and dispositions of the curriculum. Students are encouraged to design practica/field experiences in diverse learning communities, e.g., a different school district, institution, industry, state or country. A practica plan should address purposes, description of context, information base, relationships needed, timeline, and methods of documentation/evaluation. The practica leads directly to the practical applications of the knowledge base and the dissertation.

COMMUNITY MENTOR

Cardinal Stritch University employs a unique program where each student obtains his/her own community mentor during his/her doctoral studies. The doctoral student selects a community mentor who also reflects the student's background, interests, and goals. The mentor serves as an external support and advisor who is grounded in the real world of leadership, learning, and service. Mentors have a wealth of knowledge and experience that can be shared with the doctoral student.

GRADING

Doctoral seminars and practica will be assessed High Pass/Pass/Incomplete/Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an A, Pass is equivalent to a B and Fail is equivalent to an F. Successful demonstration of program outcomes and performance indicators will determine passing. All program outcomes must be demonstrated successfully in order to complete the degree.

TECHNOLOGY COMPETENCY

Enrollment in the doctoral program requires competency in the use of technology to facilitate efficient and environmentally conscious communications among constituents, regardless of locations. Students will be expected to have access to a personal computer for E-mail, word processing, spreadsheets, graphic displays, and the use of the Internet for research and networking.

CURRICULUM STRANDS

The doctoral program involves a minimum of 60 credits, including three summer institutes, fall and winter seminars and practica, and a dissertation. There are four integrated curriculum strands: leadership, learning, service, and research.

Leadership Strand

The goal of the leadership curriculum is the development of the knowledge, skills and dispositions that will facilitate leadership related to advancing learning and service of individuals and influencing organizational capacity for vision and continuous improvement. Specifically, the curricula includes the exploration of advanced leadership understandings, theories, models, philosophies, influences, applications and skills.

Course Sequence for Leadership Strand—Year One
Ed 700 Doctoral Seminar
Ed 750 Leadership in Learning and Service Institute I
Ed 710 Leadership Theory: Evolution and Influences
Ed 740 Research Seminar: A
Ed 741 Applied Research: Leadership Practicum
Ed 714 Dimensions of Leadership

Leading the Learning Organization Strand

Learning is a natural, ongoing process by which information is acquired, integrated and applied to purpose. It is a lifelong activity that pervades every aspect of human existence. Most importantly, quality of learning is critical to quality of existence.

In an era of rapid and dramatic change, the significance of learning efficacy is accelerated. At stake is the future health of institutions, social systems and environment. It is with this perspective of the relationship of learning to the evolution of the

human experience that the Doctorate of Education in Leadership addresses the nature and nurture of intelligence and learning in individuals and organizations. The goal of the learning strand of the leadership curriculum is advanced knowledge, skill and dispositions that will facilitate the transformation of organizations through the cultivation of intelligent behavior in individuals and groups. The learning strand of the curriculum will explore learning theories, models, influences and research in individual and organizational contexts.

Course Sequence for Learning Strand—Year Two
Ed 701 Seminar in Leading a Learning Organization
Ed 751 Leadership in Learning and Service Institute II
Ed 720 Learning Theory: Evolution and Influences
Ed 742 Research Seminar: B
Ed 743 Applied Research: Leading in a Learning Organization Practicum
Ed 724 Dimensions of Leading the Learning Organization

Leading to Serve Strand
The Doctorate of Education in Leadership creates a forum for advanced study of leadership and learning in relationship to service. The goal of the service strand of the leadership curriculum is to prepare men and women to effectively apply their expertise in leadership and learning to the engagement and transformation of self, organization, and community. Developing a service focus within an organization includes an emphasis on both the individual and the culture. The service strand in the doctoral program explores avenues for expanding the definitions, theories, and practical components of service.

Course Sequence of Leading to Serve Strand—Year Three
Ed 702 Seminar in Leading to Serve
Ed 752 Leadership in Learning and Service Institute III
Ed 730 Service Theory: Evolution and Influences
Ed 744 Research Seminar: C
Ed 745 Applied Research: Leading a Learning Organization Practicum
Ed 734 Dimensions of Leading to Serve

ADMISSIONS REQUIREMENTS
To be considered for admission into the program, students must submit:
- Official transcripts from all post-secondary institutions attended, including evidence of master's degree completion.
- Grade point average of 3.5 on a 4.0 scale in master's coursework is required.
- Portfolio consisting of, but not limited to, the criteria listed below. Assemble portfolio in a folder. All materials should be typed or electronically produced.
- Resume or Vitae
- Three letters of recommendation
- Formal Essay (Divided in four sections)

    This essay is an essential aspect of the admission process and will be carefully evaluated in order to make a decision on your entry into the doctoral program. Follow the guidelines carefully, addressing all items. The essay will be evaluated as to:
    - o Content relevance to topic proposed
    - o Clarity of presentation
    - o Maturity of style
    - o Maximum of six double-spaced pages

    Section 1 – Leadership and Change
    - o Define and describe leadership
    - o Give an example of how you have functioned as a leader in your position
    - o Describe how you have participated in change. Describe inhibitors and facilitators of change as you perceived them

    Section 2 – Learning
    - o Describe your interest in creating a 'Learning Organization'
    - o Describe what you have done to contribute to the creation of a 'Learning Organization'

    Section 3 – Service and Organizational Transformation
    - o Define what you feel is the relationship among leadership, learning, and service
    - o Describe how your service has been applied to the transformation of an organization

    Section 4 – Goals for Doctorate in Leadership

- o Identify goals and expectations for pursuing a Doctorate in Leadership
- o Describe how the attainment of this degree will enhance your ability to lead and transform organizations
- Interview with doctoral admissions committee

GRADUATION REQUIREMENTS

A student is a candidate for the Ed.D. or Ph.D. degree when:
- All doctoral coursework has been successfully completed.
- All three yearly assessments of the curriculum strands have been successfully completed.
- The Dissertation has been accepted and approved.
- The Oral Presentation has been successfully completed.
- All financial obligations incurred with the University have been met.
- All graduate credits applied to the degree have been earned within seven years at the time of graduation.
- Obtain recommendation for graduation from the program chair

COURSE DESCRIPTIONS

ED 700 Doctoral Seminar
(1 Cr.)
Students are oriented to the doctoral program and to the four major strands of study: leadership, learning, service, and research, and explore their current beliefs and understandings about each strand. Through reading, reflection, and dialogue, students begin to create an Individual Plan of Scholarship for their doctoral studies, with an emphasis on leadership development. The plan emanates from their analysis of the discrepancy between what they know and what they want to learn in the areas of leadership, learning, service, and research based on program outcomes and performance indicators for their doctoral study. Further, the orientation seminar engages students in several opportunities to learn about: study team formation, small group presentations, leadership styles, practica requirements, mentoring, use of technology, University library resources, and other program policies and procedures.

ED 701 Seminar in Leading a Learning Organization
(1 Cr.)
With perspective of the relationship of learning to the continuing evolution of the human experience, this seminar introduces a curriculum sequence that focuses on the nature and nurture of intelligence in individuals and organizations. The goal of this learning strand of the doctoral curriculum is to advance knowledge, skills and dispositions that are important to the cultivation of intelligent behavior in individuals and groups – and thereby organizational empowerment and transformation. To that end, the Year Two curriculum explores applicable research and theory about practices that promote productive learning and achievement across diverse organizational contexts. The Year Two curriculum also focuses student inquiry on the development of a dissertation research proposal.

ED 702 Seminar in Leading to Serve
(1 Cr.)
The curriculum for the Service Year aims to provide a base from which to critically and comprehensively examine important issues, and effectively catalyze long-term, systemic transformation. Four major components provide the overall structure for the Service Year curriculum. Parameters of Service defines service through multiple lenses: academic, sociocultural, individual psychology, and behavior. Application of Service focuses on the fundamental activities of applied, pragmatic service, particularly focusing on the emerging role of technology. Nurturing Service builds on application, examining how applied service can be infused to effect transformational change in individuals, organizations and society. Lastly, Service Future integrates service with leadership, learning, and scholarship to provide a base from which to mindfully assess the present and effectively plan the future.

The Seminar in Leading to Serve focuses on helping students define service through an examination of multiple perspectives and models of service, historic and present day. Students will explore and assess varying purposes, models, and types of service, while learning the language of service from these varying perspectives. From this exploration students will derive their own personal philosophy of service. An additional long-term aim of the seminar is to position students to be mindful of the various present-day, service-related issues; assess their personal talents, resources and plans for service; and make an informed choice about which issue they choose to explore throughout the service year.

ED 710 Leadership Theory: Evolution and Influences
(4 Cr.)
This course traces leadership theory historically and philosophically by examining major theorists, models and historical contexts. It analyzes leadership problems, issues and theories from the past and present. While examining leadership theory, students explore their own formation (where did I come from?), values (what do I value?) and behavior in their organizational context (where am I now?), and construct a personal theory of leadership (where am I going as a leader?) that is informed by their background and formation and incorporates feedback from others about their leadership behavior.

ED 714 Dimensions of Leadership
(4 Cr.)
This seminar explores the moral and ethical dimensions of leadership values and behaviors that engage and empower organizational transformation and achievement of significant moral purpose. Students will identify moral and ethical leadership constructs and behaviors as articulated in research, theory, philosophy, literature, art, exemplars, and practice. Specifically, seminar participants will examine leadership standards and strategies that influence organizational character, moral purpose, and service to the greater community. Accordingly, the nature of leadership will be interpreted in relationship to service that benefits others. Finally, students will articulate their moral purpose as a leader in present and /or anticipated leadership roles within an organization and/or community.

ED 720 Learning Theory: Evolution and Influences
(4 Cr.)
The learning strand of the Doctorate in Leadership for the Advancement of Learning and Service curriculum addresses the nature and nurture of intelligence in individuals and organizations. The ED 720-724 seminar sequence investigates the knowledge base about leadership and learning with a focus on how organizational intelligence is nurtured toward growth and achievement in human systems. The ED 720 seminar traces learning research and theory in the context of social, political, economic, and cultural influences. Students will engage the knowledge base about human intelligence to construct theoretical and practical frameworks that align leadership behavior to the nature and nuture of learning in individuals and organizations. This focus will be complemented in the following ED 724 seminar by examination of leadership behaviors that effectively engage and empower learning organizations to envision and reach their desired outcome.

ED 724 Dimensions of Leading the Learning Organization
(4 Cr.)
The learning strand of the Doctorate in Leadership for the Advancement of Learning and Service curriculum addresses the nature and nurture of intelligence in individuals and organizations. To that end, the 720-724 seminar sequence investigates the interrelated knowledge base about leadership and learning. The curriculum focus is the role of leadership in creating learning organizations that nurture human capacity for growth and achievement. The essential questions to be answered through seminar activities and assignments are:

ED 720   What is the nature of learning in individuals and organizations and the relationships thereof to leadership and service?

ED 724   What are the dimensions of leading learning organizations?
  • What is the relationship between leadership, learning and the achievement of organizational purpose/service?
  • What strategies and practices nurture organizational capacity for achieving purpose/service?
The EDD 724 seminar will also build on EDD 714 seminar content in exploring the moral dimensions of leading learning organizations. Students will examine strategies and practices that facilitate: a) development of common vision and commitment in organizations and, b) productive action toward the achievement of compelling purpose. Leadership influence on organizational capacity for learning and achievement will be emphasized.

ED 730 Service Theory: Evolution and Influences
(4 Cr.)
The curriculum for the Service Year aims to provide a base from which to critically and comprehensively examine important issues, and effectively catalyze long-term, systemic transformation. Four major components provide the overall structure for the Service Year curriculum.
  • Parameters of Service defines service through multiple lenses – academic, sociocultural, individual psychology and behavior.
  • Application of Service focuses on the fundamental activities of applied, pragmatic service
  • Transformational Service builds on application, examining how applied service can be infused to effect transformational change in individuals, organizations, and society.
  • Service Future integrates service with leadership, learning, and scholarship to provide a base from which to mindfully assess the present and effectively articulate a transformational plan the future.

Utilizing these four components, students will continuously develop a philosophy of service.
  • Students will choose a specific issue (individually or as partners) to explore through in-depth interviews, first-hand observation and analysis of root causes by investigating the history of the issue. The issue is then critically analyzed using the information provided through each of the four components of the course. Reflection, personal stories, and real-world experiences drive the formation of the students' philosophy and subsequent analysis of service and their specific issue. Emphasis for the analysis is placed on the parameters, that is, on breadth of sources, accuracy and primacy of sources, and depth of analysis. The analysis is then shared with the class at the end of the first semester.
  • Students explore issues of social justice, power and hegemony through the exploration of an "ism." The ism is a case study that likewise employs interviews, observations and readings about theory and research related to the "ism." The ism is

also explored via the major components of service, analyzed and presented to the class for discussion and amplification of underlying issues of social justice as they relate to leadership, learning and service.

ED 734 Dimensions of Leading to Serve
(4 Cr.)
Transformational leaders possess a developed philosophy of service, the ability to critically and comprehensively examine important issues, and the motivation to effectively catalyze long-term, systemic transformation. The curriculum for the Service Year aims to provide a base from which students can develop the components necessary for transformational leadership. Four major components provide the overall structure for the Service Year curriculum. Parameters of Service defines service through multiple lenses – academic, sociocultural, and individual psychology and behavior. Application of Service focuses on the fundamental activities of applied, pragmatic service, particularly focusing on the emerging role of technology. Nurturing Service builds on application, examining how applied service can be infused to effect transformational change in individuals, organizations, and society. Lastly, Service for Transformation integrates service with leadership, learning, and scholarship to provide a base from which to mindfully assess the present and effectively plan the future – personally, organizationally, and globally. The second semester of the Service Year requires students to continue their investigation of a specific issue, as well as apply their developing critical analysis skills. Building on the analysis of parameters, students will focus on synthesis and application, creating action plans for personal and organizational transformation. Students will be asked to construct an innovative process to communicate their issue in a manner that effectively enables other students in the class to assume a particular perspective relative, and relevant, to the issue. Simultaneously, students in the class will apply their service-analysis paradigm to critique and discuss presented issues. The second semester culminates in activities designed to help students integrate service with leadership, learning, and scholarship, as well as plan future application of these skills. This is summarized in a final integrative product – the Plan for Transformation.

ED 740 Research Seminar A
(3 Cr.)
This seminar reviews the elements of research design that apply to qualitative and quantitative research methodologies. It exposes the student to: qualitative research designs such as case study research and ethnographic research; historical research; non-experimental quantitative research such as survey research, longitudinal research, correlational research, and experimental research designs. The seminar emphasizes the basics of research planning and design using descriptive methodologies in a practicum setting. The ethics of doing good research are covered in this course. Simulations and pilot studies in research are used as a springboard to provide beginning researchers with an understanding of research components such as sampling techniques, measurement issues and statistics. Statistical topics include probability and hypothesis testing.

ED 741 Applied Research: Leadership Practicum
(2 Cr.)
In consultation with the doctoral adviser, the instructors in ED 741, and the community mentor, students will investigate a question or problem, and evaluate the results from a leadership perspective. Drawing on their knowledge base of related leadership and learning theory, students will critique the data from the practicum experience, draw conclusions, and pose further questions for study. Hopefully, this experience will lead the student to the identification of an idea for a dissertation and the subsequent writing of an idea paper that can then be used to begin their dissertation proposal. Statistical topics include probability, hypothesis testing, correlation and prediction. SPSS is used as a computer program to enter data and analyze output.

ED 742 Research Seminar B
(3 Cr.)
This seminar builds upon the research process focus of ED 740 and transitions to a focus on data analysis. It begins with a greater discrimination among different research methodologies, and then focuses on the elements of design that apply to controlled research. Current research studies are used as a springboard to provide students with an understanding of various research methodologies and experimental designs. As students begin working on their dissertation, considerable time is spent working through research process issues. This seminar also builds upon students' understanding and use of descriptive and inferential statistics, including practical computer applications for research and statistics. Statistical topics include correlation, regression, hypothesis testing, and the z and t tables.

ED 743 Applied Research: Leading a Learning Organization Practicum
(2 Cr.)
The practicum allows students to implement their individualized plan of learning and dissertation work planned in ED 742, Research Seminar B. In consultation with the doctoral adviser, the instructors in ED 743, and the community mentor, students will pursue their individualized practicum plan. The seminar coursework builds on the data analysis focus of ED 742, particularly emphasizing computer applications for research and statistics. Qualitative data analysis is covered in depth in this course. Students will report on the accomplishment of their learning and dissertation goals, including an updated timeline for dissertation completion. Statistical topics include an introduction to non-parametric statistics and analysis of variance.

ED 744 Research Seminar C
(3 Cr.)
The major emphasis of the final year of the research strand is to facilitate the students' completion of the dissertation, help students integrate their knowledge of research with applied scholarship, and help students refine their conceptualization and understanding of research and the research process. This seminar continues to refine students' understanding of the research process, building on the data analysis topics examined in ED 742 and ED 743, and transitioning to a focus on data interpretation. The seminar begins with a more detailed examination of research validity and ethics, and then focuses on valid interpretation and effective reporting of results. As students continue to work on their dissertation, research process issues will be discussed, particularly those applicable to the post-data collection phases of the process. This seminar provides students with a broader view of the research process and their role in that process as leaders and scholars, including practical information on sharing and continuing their research.

ED 745 Applied Research: Leading a Learning Organization Practicum
(2 Cr.)
This practicum involves field application of leading to serve theory and research related to the dissertation proposal. The students will collect and analyze data and initiate the writing of the dissertation. Ultimately, students will present their dissertation study to their Dissertation Committee and to an assembly of their peers.

ED 750 Leadership in Learning and Service Institute I
(6 Cr.)
This course is the first of a three-part current research, theory and practice institute series conducted over the three years of the doctoral program curriculum sequence. Drawing from current theory and research, this course adopts an annual institute format to focus on advanced study of the emerging knowledge base about Leadership in Learning and Service. Topics to be addressed in the continuing institute series include: 1. The nature of Leadership, Learning, and Service; 2. The evolution of Leadership, Learning, and Service theory; 3. The future of Leadership in Learning and Service; 4. Frameworks and practices that empower learning organizations; and 5. Connections to practicum opportunities and personal scholarship interests.

ED 751 Leadership in Learning and Service Institute II
(6 Cr.)
This course is the second of a three-part current research, theory and practice institute series conducted over the three years of the doctoral program curriculum sequence. Drawing from current theory and research, this course adopts an annual institute format to focus on advanced study of the emerging knowledge base about Leadership in Learning and Service. Topics to be addressed in the continuing institute series include: 1. The nature of Leadership, Learning, and Service; 2. The evolution of Leadership, Learning, and Service theory; 3. The future of Leadership in Learning and Service; 4. Frameworks and practices that empower learning organizations; and 5. Connections to practicum opportunities and personal scholarship interests.

ED 752 Leadership in Learning and Service Institute III
(6 Cr.)
This course is the third of a three-part current research, theory and practice institute series conducted over the three years of the doctoral program curriculum sequence. Drawing from current theory and research, this course adopts an annual institute format to focus advanced study of the emerging knowledge base about Leadership in Learning and Service. Topics to be addressed in the continuing institute series include: 1. The nature of Leadership, Learning, and Service; 2. The evolution of Leadership, Learning, and Service theory; 3. The future of Leadership in Learning and Service; 4. Frameworks and practices that empower learning organizations; and 5. Connections to practicum opportunities and personal scholarship interests.

ELECTIVE COURSES

ED 881 Writing the Research Narrative
(1 Cr.)
This seminar provides direct instruction and coaching in the organization and writing of the research narrative within a doctoral dissertation. Seminar enrollment is appropriate for Ed.D. and Ph.D. candidates engaged in the drafting of dissertation proposals and manuscripts. Seminar participants will: a) refine their understanding of implied questions and content requirements within a research study, b) extend their understanding of APA format, and c) further develop writing skills that support the composition of a clear and coherent research narrative.

ED 882 Writing the Publication Prospectus
(1 Cr.)
This seminar provides direct instruction and coaching in the organization and writing of a prospectus targeting the publication of an article, book, or book chapter related to a research focus. Seminar enrollment is appropriate for Ed.D. or Ph.D. candidates or graduates pursuing the publication of their dissertation research or other research interests. Seminar participants will: a) develop understanding of publishing options and prospectus requirements, b) further develop their skill in narrative writing, and c) complete and submit a publication prospectus to one or more publishers.

ED 888 Current Issues: Leadership, Learning and Service
(1 Cr.)
This course is designed to be an introduction to and discussion about contemporary issues facing professionals and to offer students a complete understanding of the interrelatedness of these components in effective leadership, learning and service. Current issues facing professionals are paramount as institutions are under increasing pressure to demonstrate the effectiveness of their programs and to make themselves more accountable to a variety of internal and external constituencies. The focus will be on developing a plan of action with attention to one specific area of leadership, learning and service.

PH.D. COURSES
The following courses are for the Ph.D. track of the Doctorate in Leadership for the Advancement of Learning and Service.

COURSE DESCRIPTIONS
EDP 800 Advanced Research and Theory
(2 Cr.)
This advanced course in research methods builds on students' prior knowledge of quantitative and qualitative research, and focuses on the philosophical foundations of those methods and how they manifest in current research practice. Students will utilize these foundations to examine a variety of important issues that need to be considered in designing research. As the first course in the Ph.D. sequence, this course serves as a transition for doctoral students to prepare them to design and conduct their own research in the Ph.D. track such that their work is positioned to contribute to the current body of research. The course takes students through the Ph.D. proposal writing process, examining the concepts of causality, and focusing on the specific components of the logic needed in chapter one of the dissertation. This course is designed to prepare doctoral students for the transition into doctoral-level scholarship, while emphasizing the logic behind research.

The focus of this course will be on the design and understanding of research through achievement of the following primary learning objectives:
1. Understand and demonstrate original inquiry and analysis, grounded in current knowledge and research that leads to generalizability or transferability;
2. Understand and demonstrate extensive and thorough literature review, analyzing the literature and synthesizing the theoretical foundations and current research;
3. Understand and demonstrate that the literature review includes appropriate primary sources and preponderance of research studies;
4. Understand and demonstrate rigorous design procedures for research including explicit, comprehensive efforts to address internal and external validity, or verification, (i.e. must address causality); and
5. Understand and demonstrate results comprehensively integrated into prior research. Prerequisite: ED 740.

EDP 801 Survey Research
(2 Cr.)
This advanced course in research is one of the elective courses in the Ph.D. sequence. This course prepares doctoral students to design and conduct their own survey. The course takes students through the stages in survey design,including pre-planning, question design, field testing, statistical analysis, and reporting results. The focus of this course is the design and understanding of research through achievement of the following objectives:
1. Understand and demonstrate the importance of pre-planning, including determination of the objectives of the survey, focus on the variables which flow from the research question, linkages of relevant research literature, and use of the knowledge of others to focus on critical ideas.
2. Translate the objectives into a survey which considers the proposed subjects, format, methodology, and analysis plan.
3. Design and field-test the survey to achieve clarity of directions and valid and reliable questions.
4. Understand how to sample a relevant population while minimizing sample error.
5. Understand how to match statistics with the objectives of the study.
6. Understand how to administer, analyze, and report the survey results.

EDP 803 Case Study Research
(1 Cr.)
This seminar actively engages participants in knowledge and skill development related to the what, why, who, how, where, and when of case study research. Seminar content specifically addresses applications of case study to student research interests, including the drafting of research proposals that articulate the alignment of case study design to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of case study research.

The seminar is focused by knowledge construction related to seven questions:
1. What is case study research?
2. What is case study form?
3. What is case study context?
4. What is case study design?

5. What are data collection sources and techniques in case study research?
6. What are data analysis techniques in case study research?
7. What is case study protocol?

EDP 806 Grounded Theory Research
(1 Cr.)
This seminar is focused by knowledge construction related to three questions 1. What is grounded theory research? 2. What is grounded theory context? 3. What is grounded theory method? The seminar actively engages participants in knowledge construction and skill development related to the what, why, who, how, where and when of grounded theory research. Seminar content is focused by a workshop format that both interprets and applies the defining constant comparative method of grounded theory to student research interests, including the drafting of research proposals that articulate the alignment of grounded theory methodology to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of grounded theory research.

EDP 810 Interview Research
(1 Cr.)
This seminar actively engages participants in knowledge and skill development related to the what, why, who, how, where and when of interview research. Seminar content specifically addresses applications of interview methodology to their research interests, including the drafting of research design proposals that articulate the alignment of interview research questions, the study's theoretical framework, interview protocols, data collection and analysis techniques to research purpose. Seminar enrollment is appropriate for both the Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of interview research. The seminar addresses: What is interview research? When is interview research appropriate? How do you conduct interview research? How do you analyze interview data? How do you report results of interview data?

EDP 812 Focus Group Methodology
(1 Cr.)
This advanced course in research methods builds on students' prior knowledge of quantitative and qualitative methods, the philosophical foundations of those methods and how they manifest in current research practice. Students will utilize these foundations to examine a variety of important issues that need to be considered in designing research. As an elective in the Ph.D. sequence, this course builds knowledge and skill in focus group procedures in the public and non-profit environment. Attention will be placed on that alignment of research purpose to theoretical frameworks and focus group protocols. Questioning routes, moderator skills, planning critical logistical details of focus group interviews, and analyzing results of focus group interviews will be emphasized. Students will design, conduct and analyze a focus group interview related to their research interests.

EDP 814 Ethnographic Research
(1 Cr.)
This course actively engages participants in knowledge construction and skill development related to the what, why, who, how, where and when of ethnographic research. Seminar content specifically addresses applications of ethnography to student research interests, including the drafting of research proposals that articulate the alignment of ethnographic design to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of ethnographic research. The seminar is focused by knowledge construction related to six questions: 1) What is ethnographic research? 2) What is ethnographic research form? 3) What is ethnographic research context? 4) What is ethnographic research design? 5) What are data collection sources and techniques in ethnographic research? 6) What are data analysis techniques in ethnographic research?

EDP 816 Biographical Research
(1 Cr.)
This course actively engages participants in knowledge construction and skill development related to the what, why, who, how, where and when of biographical research. Seminar content specifically addresses applications of biography to student research interests, including the drafting of research proposals that articulate the alignment of biographical design to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend, and refine, their knowledge of biographical research.

EDP 821 Historical Research
(1 Cr.)
This course focuses on helping students understand the advanced elements of historical research. The main areas of focus are researching, evaluating, interpreting, and utilizing primary and secondary sources; use of bibliographical tools; and the employment of social science methodologies for historical research, including qualitative, quantitative, and electronic models. The emphasis is on developing both writing and research skills to be incorporated into the dissertation. Students will use their own dissertation questions to apply them to the objectives and exercises outlined. The seminar requires attention to detail, but allows students a break from the more traditional thematic structure of seminars. A significant portion of the seminar is dedicated to learning how to take advantage of electronic resources and research techniques.

EDP 822 Program Evaluation
(1 Cr.)
This course is designed to examine and understand the basic and advanced components of the research methodology of program evaluation. Program evaluation is carefully collecting information about a program, or some aspect of a program, in order to make necessary decisions and analysis. Program evaluation can include a variety of different types of evaluation, such as needs assessments, accreditation, cost/benefit analysis, effectiveness, efficiency, formative, summative, goal-based, process, outcomes and more. This course examines the basic components of program evaluation, the different types of program evaluation, theoretical framework, and practical uses of program evaluation.

EDP 847 Observational Research
(1 Cr.)
This course is designed to involve students in observational research, which includes watching people in their natural settings engaging in everyday activities. Participants work together to systematically collect and analyze data to enhance interpretation and validity of observation.

EDP 848 Observational Research: International Practicum
(1 - 2 Cr.)
This course is designed for current and past doctoral-level students to broaden perspectives through an immersion experience in the Umbrian and Franciscan cultures. It is conducted at the Pieve International School in Corciano, Italy, and surrounding towns (i.e. Assisi, Perugia, etc.) offering participants multiple opportunities to examine their leadership; conduct observational research; learn from and engage in dialogue with Italian leaders and one another; and think deeply about serving at multiple levels. The schedule includes visits to Franciscan sites, areas of reflection, and sustainable organizations, and meetings with prominent Italian spiritual, business, educational, service-oriented, and non-profit leaders to discuss ideas and perspectives, and consider potential partnerships around global issues. Students will collect, analyze and report data incorporating a synthesis of "lived" experiences, which include insights from literature and theory, observations, dialogue, reflections, and comparisons and contrasts across cultures related to leadership and service. Findings are intended to improve ways to facilitate personal, organizational and/or societal change.

EDP 850 Advanced Statistics I
(1 Cr.)
This advanced course in statistics builds on students' prior knowledge of and experience with data analysis techniques. Specifically, this course assumes that students have a basic understanding and working knowledge of foundational statistical concepts such as descriptive versus inferential statistics; the unit normal distribution; students t-distribution; the F distribution; measures of central tendency and dispersion; correlation and prediction; basics of hypothesis testing; specific techniques for testing inferences about single means, pairs of mean (i.e. t-tests for single means, independent and dependent pairs of means), three or more means (i.e. one-way ANOVA). This course is designed to provide students with data analysis techniques for more complex research designs commonly associated with quantitative dissertations.

EDP 851 Advanced Statistics II
(1 Cr.)
This advanced course in statistics builds on students' prior knowledge of and experience with data analysis techniques presented in EDP 850 Advanced Statistics I, as well as basic statistics concepts. Specifically, this course assumes that students have a basic understanding and working knowledge of foundational and advanced statistical concepts. This course is designed to provide students with data analysis techniques employed in the latest and more advanced research endeavors in the social sciences and statistical analysis. Prerequisite: EDP 800, EDP 850.

EDP 852 Qualitative Data Analysis with NVivo
(1 Cr.)
This course is designed to provide students the opportunity to gain knowledge and skills coding and analyzing qualitative data using NVivo9, a qualitative analysis software package. Seminar content will specifically address applications of data analysis as it relates to student research data – including the drafting of a paper that articulates the alignment of data collection and NVivo analysis to the research purpose. Additionally, course readings and discussions will encourage students' thinking as they develop epistemic perspective. Seminar enrollment is appropriate for students who have collected their data (field notes, transcribed interviews, meeting agendas, etc.) or if data collection has not occurred, student must have a completed literature review to use as the material for the seminar.

EDP 880 Literature Review
(1 Cr.)
This course is designed to help students construct a literature review that reflects the ability to: organize large quantities of scholarly information, perform critical analysis of scholarly literature, and use literature in the development and understanding of theoretical frameworks. An understanding of frameworks within literature allows readers to explain what it means and articulate an interpretation which shows how the theory may be used to create meaning, guide research and inform practice.

EDP 890 Current Research Theory
(1 Cr.)
This course is designed to extend into the classroom the knowledge gained at the Summer Institute at Cardinal Stritch University. Course participants attend the doctoral Summer Institute, learning from nationally recognized experts, including Stritch faculty, in the field of leadership, learning, and service. Students will be required to complete research on aspects of current theory, integrating the information from the Summer Institute and relating it to practical aspects within society. It is intended to engage the doctoral student in higher order evaluation, analysis and synthesis of the theoretical constructs to inform dissertation content, process and product, with an emphasis on research. Because of the nature of this course, students may repeat the class more than once. Prerequisite: Students must have completed all doctoral (Ed.D.) coursework prior to enrolling in EDP 890..

EDP 899 Advanced Theory and Models
(2 Cr.)
This is a Ph.D. capstone course that focuses on the nature and processes of theory development and model building, drawing from epistemology and the philosophy of research. Major issues in the development of theory, model building, and knowledge are examined, with emphasis on the analysis of social phenomena. This course acquaints participants with some of the key theoretical issues of social science research, as well as the basic processes of theory formulation. Learners will become familiar with supervision/leadership and organization theories and models as well as major trends and issues in the study of educational organizations. How leadership/supervision theory, change processes, and decision-making impact organizations and individuals are explored. Learners will critically assess, then apply the theories to their own experiences and develop a theoretical perspective which will be used to enhance chapter five of their own dissertation. This is the final course of the Ph.D. sequence.

DOCTORATE IN LEADERSHIP FOR THE ADVANCEMENT OF LEARNING AND SERVICE IN HIGHER EDUCATION (ED.D. OR PH.D.)

The Doctorate in Leadership for the Advancement of Learning and Service in Higher Education prepares students to make significant contributions to their organization and community while helping them become a transformational leader in higher education. The program is designed for current and aspiring leaders working in two- and four-year colleges, universities and community or technical colleges who seek to be a catalyst for meaningful change within their organization. Specifically, the program design develops leadership knowledge, skills and attitudes that serve the creation of exceptional learning organizations within higher education, capable of meaningful service to the common good.

The course of study is designed for educators, other professionals, and researchers representing all disciplines and professions. Graduates will ultimately create replicable models of productive and service-centered higher education organizations, prepared to face the challenges of the 21st century.

Both the Doctorate in Leadership for the Advancement of Learning and Service and the Doctorate in Leadership for the Advancement of Learning and Service in Higher Education are natural extensions of Stritch's commitment to live and promote the Franciscan Values of peacemaking, community, caring and hospitality. More specifically, the program prepares men and women with leadership skills, cutting-edge knowledge and community-based opportunities to exercise responsible leadership in their organizations and communities.

DISTINCTIONS BETWEEN ED.D. AND PH.D.

Each doctoral student in the College of Education and Leadership may choose between two degree tracks in the Doctorate in Leadership for the Advancement of Learning and Service - Doctor of Education degree (Ed.D.) or Doctor of Philosophy degree (Ph.D.). The difference between the two degrees is typically summarized in the following manner: The Ed.D. is more application-oriented and the Ph.D. is more research-oriented. However, the difference is more complex than this one statement.

Ph.D.
- Theoretical foundations of the field
- Application of other foundational or related disciplines
- Research coursework which emphasizes theory building, statistics and research design

Ed.D.
- Development of specialized practitioner skills
- Application of other foundations and techniques to the field
- Applied research which primarily addresses practitioner problems or questions

The Ph.D. course of study is more focused on research skill courses (sometimes called "methods") than the Ed.D. Therefore, individuals whose future employment may involve planning, conducting and interpreting research should consider the Ph.D. The Ed.D. is designed to be a practitioner's degree and features courses to assist individuals to improve practice in their respective fields and within their communities. Both degrees focus on leadership and are appropriate for individuals who intend to provide influence in their chosen career. While the Ph.D. will require students to acquire a deeper and more specific understanding of the various components of research, both degrees focus on implementation of research, e.g., practical outcomes in the sharing of knowledge.

Graduates of both programs will be prepared to make the world a better place in which to live. Specifically, a deeper knowledge of research enables more community action and publications by our students.

THE DISSERTATION

The dissertation component of the Ed.D. and Ph.D. both require rigid adherence to standards of research methodology while analyzing the data for practical implications in the development of original scholarship related to higher education. However, the Ph.D. will require more depth in developing the theoretical structure of a research base. In addition, the Ph.D. dissertation will require extended depth of analysis of the data and research, and contain rigorous design procedures. All dissertations must address leadership for the advancement of learning and service in higher education, and explicate practical applications implied in the results. The dissertation is fully incorporated into the regular coursework to integrate both course knowledge, theory, and practice within the higher education context.

COURSEWORK

All doctoral students complete the Ed.D. course sequence which is comprised of 60 credits in three years of work. Students selecting the Ph.D. track take an additional 12 credits in theory and research. At the end of the first year of study (May/June), students will decide whether to continue in the Ed.D. track or pursue the Ph.D in leadership degree. Nevertheless, all students remain in their original cohort.

Each student develops an Individual Plan of Scholarship that focuses on knowledge, skills, and character development related to leadership for learning and service. The Individual Plan of Scholarship provides a focusing framework for seminars, independent study, field practice, and research. The plan is developed and assessed through demonstrations of knowledge, skills, and dispositions described in performance indicators. Evidence of progress and proficiency related to the Individual Plan of Scholarship comprise the student portfolios.

PH.D. COURSES

Students who pursue the Ph.D. track will take the two-credit course, Advanced Research Theory and Methods in year one, and a two-credit course in Theory and Model Building near the end of the program. Ph.D. students must successfully complete eight credits in addition to the two 2-credit courses listed above for a total of 12 credits. The eight credits must be selected from the list of variable credit research courses, with at least one credit coming from each of the three main categories: Methods, Current Research and Statistics.

STUDENT POPULATIONS

The program is designed for professionals with present or emerging leadership responsibilities in a variety of learning communities however the focus is leadership in higher education settings. Participants share a common interest in leadership in higher education, and may use their own work sites as a focus of graduate study. In essence, the program is designed to facilitate the development of effective leaders in higher education settings.

COHORT GROUP

Students enroll in a cohort group with approximately 20-24 members. Each cohort group begins with an introductory seminar. Members of the cohort group support and challenge one another to accomplish goals, study together, collaborate on projects, and teach each other what they learn about leadership through community service and individualized study.

STUDY TEAMS

Each study team is composed of 3-5 students. The study team is responsible for meeting together in a location and time apart from the regularly scheduled seminar meetings. For each seminar, the study team supports individual member's exploration of leadership theory and influences through readings, experiences, case studies, and models. The study team will set its own agenda that meets the needs of its members, documents activities, shares its findings in a seminar session, and evaluates its effectiveness as a model of a learning community.

DISTRICT ADMINISTRATOR'S CERTIFICATION PROGRAM

Students interested in earning the District Administrator's License in Wisconsin will enroll in two additional seminars related to competencies required by the Department of Public Instruction but not incorporated into the doctoral program. (The Superintendency and School Finance). An internship in the role of District Administrator may take the place of at least one practica, and a practicing District Administrator may serve as the community mentor for the internship.

THE SUMMER INSTITUTES

The summer curriculum sequence is comprised of a Leadership in Learning and Service Institute series over three years. Each Institute provides focused seminar study of current leadership research, theory and practice. Introductory seminars to the doctoral study and research are integrated into a conference-style atmosphere with numerous speakers, facilitators, and workshops on cutting-edge topics in leadership, learning, and service.

FALL/SPRING WEEKEND SEMINARS

The fall/spring curriculum sequence provides a six-semester series of weekend academic seminars supplemented by study team sessions. The academic seminars engage directed study of leadership, learning, service, and research. The learning team sessions provide for completion of academic seminar assignments and continuing exploration of leadership study. Doctoral classes typically meet one weekend per month (Friday night, Saturday, and Sunday afternoon) or two weekends per month from September through April of each year. (In Illinois, doctoral classes meet two Saturdays per month.)

TIME LIMITATION

The course sequence is three years, and students are expected to complete the program in three to four years. The maximum time limit for completing the program, including dissertation, is seven years. Students continuing dissertation scholarship beyond the prescribed three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee, and to have access to university resources for research.

PRACTICA/FIELD EXPERIENCES

The course sequence is three years and students engage in at least three problem-based learning experiences within and outside of their fields of employment. The learning experiences will help inform the dissertation. The practica/field experiences integrate learning through research, reflection, and practice with the knowledge, skills and dispositions of the curriculum. Students are encouraged to design practica/field experiences in diverse learning communities, e.g., a different school district, institution, industry, state, or country. A practica plan should address purposes, description of context, information base, relationships needed, timeline, and methods of documentation/evaluation. The practica leads directly to the practical applications of the knowledge base and the dissertation.

COMMUNITY MENTOR

Cardinal Stritch University employs a unique program where each student obtains his/her own community mentor during his/her doctoral studies. The doctoral student selects a community mentor who also reflects the student's background, interests, and goals. The mentor serves as an external support and advisor who is grounded in the real world of leadership, learning, and service. Mentors have a wealth of knowledge and experience that can be shared with the doctoral student.

GRADING

Doctoral seminars and practica will be assessed High Pass/Pass/Incomplete/Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an A, Pass is equivalent to a B and Fail is equivalent to an F. Successful demonstration of program outcomes and performance indicators will determine passing. All program outcomes must be demonstrated successfully in order to complete the degree.

TECHNOLOGY COMPETENCY

Enrollment in the doctoral program requires competency in the use of technology to facilitate efficient and environmentally conscious communications among constituents, regardless of locations. Students will be expected to have access to a personal computer for E-mail, word processing, spreadsheets, graphic displays, and the use of the Internet for research and networking.

CURRICULUM STRANDS

The curriculum involves a minimum of 60 credits including summer institutes, fall and winter seminars, practica, and a dissertation. The foundation of the program includes five curriculum strands – leadership, learning, and service, research, and strategic applications to higher education.

The curriculum is designed to apply research theory to practical settings through a project-based approach. Higher education topics and relevant professional experiences of each student are woven throughout the curriculum, allowing students to guide discussions and projects as they relate to each of the curriculum strands. In addition, students will have the opportunity to learn from nationally recognized leaders in the field of higher education through guest lectures and panel discussions.

Leadership Strand

The goal of the leadership curriculum is the development of the knowledge, skills and dispositions that will facilitate leadership related to advancing learning and service of individuals and influencing organizational capacity for vision and continuous improvement in higher education. Specifically, the curricula includes the exploration of advanced leadership understandings, theories, models, philosophies, influences, applications and skills.

Course Sequence for Leadership Strand—Year One

Ed 700 Doctoral Seminar
EDHE 790: Seminar in Higher Education I
EDHE 791: American Higher Education: Past, present, and future
Ed 710 Leadership Theory: Evolution and Influences
Ed 740 Research Seminar: A
Ed 741 Applied Research: Leadership Practicum
Ed 714 Dimensions of Leadership

Leading the Learning Organization Strand

Learning is a natural, ongoing process by which information is acquired, integrated and applied to purpose. It is a lifelong activity that pervades every aspect of human existence. Most importantly, quality of learning is critical to quality of existence.

In an era of rapid and dramatic change, the significance of learning efficacy is accelerated. At stake is the future health of institutions, social systems and environment. It is with this perspective of the relationship of learning to the evolution of the human experience that the Doctorate of Education in Leadership for the Advancement of Learning and Service in Higher Education addresses the nature and nurture of intelligence and learning in individuals and organizations. The goal of the learning strand of the leadership curriculum is advanced knowledge, skill and dispositions that will facilitate the transformation of organizations through the cultivation of intelligent behavior in individuals and groups. The learning strand of the curriculum will explore learning theories, models, influences and research in individual and organizational contexts.

Course Sequence for Learning Strand—Year Two

Ed 701 Seminar in Leading a Learning Organization
EDHE 792: Seminar in Higher Education II
EDHE 795: Curriculum and Assessment in Higher Education
Ed 720 Learning Theory: Evolution and Influences
Ed 742 Research Seminar: B
Ed 743 Applied Research: Leading in a Learning Organization Practicum
Ed 724 Dimensions of Leading the Learning Organization

Leading to Serve Strand

The Doctorate of Education in Leadership for the Advancement of Learning and Service in Higher Education creates a forum for advanced study of leadership and learning in relationship to service. The goal of the service strand of the leadership curriculum is to prepare men and women to effectively apply their expertise in leadership and learning to the engagement and transformation of self, organization, and community. Developing a service focus within an organization of higher education includes an emphasis on both the individual and the culture. The service strand in the doctoral program explores avenues for expanding the definitions, theories, and practical components of service.

Course Sequence of Leading to Serve Strand—Year Three

Ed 702 Seminar in Leading to Serve
EDHE 794: Seminar in Higher Education III
EDHE 793: Organizational Theory and Practice in Higher Education
Ed 730 Service Theory: Evolution and Influences
Ed 744 Research Seminar: C
Ed 745 Applied Research: Leading a Learning Organization Practicum
Ed 734 Dimensions of Leading to Serve

ADMISSIONS REQUIREMENTS

To be considered for admission into the program, students must submit:
- Official transcripts from all post-secondary institutions attended, including evidence of master's degree completion.
- Grade point average of 3.5 on a 4.0 scale in master's coursework is required.
- Portfolio consisting of, but not limited to, the criteria listed below. Assemble portfolio in a folder. All materials should be typed or electronically produced.
- Resume or Vitae
- Three letters of recommendation
- Formal Essay (Divided in four sections)
  This essay is an essential aspect of the admission process and will be carefully evaluated in order to make a decision on your entry into the doctoral program. Follow the guidelines carefully, addressing all items. The essay will be evaluated as to:
  - o Content relevance to topic proposed
  - o Clarity of presentation
  - o Maturity of style
  - o Maximum of six double-spaced pages
  Section 1 – Leadership and Change
  - o Define and describe leadership
  - o Give an example of how you have functioned as a leader in your position
  - o Describe how you have participated in change. Describe inhibitors and facilitators of change as you perceived them

Section 2 – Learning
- o   Describe your interest in creating a 'Learning Organization'
- o   Describe what you have done to contribute to the creation of a 'Learning Organization'

Section 3 – Service and Organizational Transformation
- o   Define what you feel is the relationship among leadership, learning, and service
- o   Describe how your service has been applied to the transformation of an organization

Section 4 – Goals for Doctorate in Leadership
- o   Identify goals and expectations for pursuing a Doctorate in Leadership
- o   Describe how the attainment of this degree will enhance your ability to lead and transform organizations

- Interview with doctoral admissions committee

GRADUATION REQUIREMENTS

A student is a candidate for the Ed.D. or Ph.D. degree when:

- All doctoral coursework has been successfully completed.
- All three yearly assessments of the curriculum strands have been successfully completed.
- The Dissertation has been accepted and approved.
- The Oral Presentation has been successfully completed.
- All financial obligations incurred with the University have been met.
- All graduate credits applied to the degree have been earned within seven years at the time of graduation.
- Obtain recommendation for graduation from the program chair

Electives:
EDHE 781: Current Issues in Higher Education
EDHE 783: Student Affairs Administration in Higher Education

COURSE DESCRIPTIONS

EDHE 781 Contemporary Issues in Higher Education
(1 Cr.)
This course is designed to be an introduction to and discussion about contemporary issues facing higher education professionals and to offer students a complete understanding of the interrelatedness of these components in effective teaching and learning. Current issues facing institutions of higher education are paramount as they are under increasing pressure to demonstrate the effectiveness of their programs and to make themselves more accountable to a variety of internal and external constituencies. The focus will be on developing a plan of action in response to a contemporary issue affecting administrative and academic planning.

EDHE 783 Student Affairs Administration in Higher Education
(1 Cr.)
As students arrive at college, they find themselves undergoing a process of exploration, identity development and evolution, and becoming adept at navigating life's transitions. Faculty and staff at college campuses are often unaware of the psychosocial and cognitive changes their students are undergoing. This course will provide insight into prevailing student affairs theories and practices as applied to institutions of higher education. Human development and theories of adult learning will be introduced in the context of diverse institutions of higher institutions, including two- and four-year community and technical colleges, and four-year and advanced research institutions. Students will be expected to analyze their own student affairs practices and draw from relevant literature to create new applications for a more informed practice.

EDHE 784 Innovative Strategies in Higher Education
(1 Cr.)
This course enables students to engage in the study of a particular innovative strategy or practice within higher education leadership, learning or service. As broad structural and strategic changes continue to transform post-secondary education at breakneck speed, understanding change management, social media infusion, appreciative inquiry, collective impact and other emerging trends is necessary for the individual seeking a sustainable career in the field. After an initial survey of what's making headlines within higher education trends, students will work collaboratively or individually to explore an innovation of interest that will culminate in a seminar research paper. Students will either produce a review of how a particular higher education institution is managing an innovative initiative or strategy, or, students will apply research about an area of innovation by developing a process or structure that serves to foster a particular institution's groundbreaking advancement. Prerequisite: 2nd or 3rd year HIgher Education students.

EDHE 790 Leadership in Learning and Service Institute for Higher Education I
(3 Cr.)
Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed

for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning and service as related to issues in higher education.

EDHE 791 The American College and University: Past, Present, and Future
(3 Cr.)
This course examines the historical context of the American colleges and universities. It provides a perspective of the political, social, legal, and financial forces that have influenced the development of post-secondary institutions. The impact of current issues, trends, constraints, and opportunities that continue to affect and shape the future of higher education administration are examined. Topics include access, accountability, autonomy, and choice. The course includes an overview of current student populations and the changing nature of markets to serve and the implications of these shifts on administration, leadership, governance, and policy issues at America's colleges and universities. Students will be exposed to a range of administrative problems at the post-secondary level entailing legal and financial implications.

EDHE 792 Leadership in Learning and Service Institute for Higher Education II
(3 Cr.)
Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service as related to issues in higher education.

EDHE 793 Organizational Theory and Practice in Higher Education
(3 Cr.)
This course provides an overview of organizational theories and practice as applied to institutions of higher education. Classical and current theories of organizations are introduced in the context of diverse institutions of higher education, including two- and four-year community and technical colleges, and four-year and advanced research institutions. Students will be expected to analyze their own institutions using appropriate organizational theories to understand the structural, political, human resource and cultural dimensions. Further, students will be expected to apply such understandings to implications for leadership practice and institutional change and improvement.

EDHE 794 Leadership in Learning and Service Institute for Higher Education III
(3 Cr.)
Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service as related to issues in higher education.

EDHE 795 Curriculum, Instruction, and Assessment
(3 Cr.)
The course is designed to be an introduction to the development and management of the curriculum, instruction, and assessment within contemporary institutions of higher education for a complete understanding of the interrelatedness of these three components in effective teaching and learning. Interest in these topics has increased as colleges and universities have come under increasing pressure to demonstrate the effectiveness of their programs and to make themselves more accountable to a variety of internal and external constituencies. The focus is on curriculum development with attention to academic and curricular planning. In addition, selecting and utilizing instructional strategies geared toward adult learners will be examined. It also provides an overview of the assessment of student learning outcomes in a higher education setting.

RUTH S. COLEMAN COLLEGE OF NURSING

MASTER OF SCIENCE IN NURSING (MSN)

COLLEGE OF NURSING MISSION STATEMENT

The mission of the College of Nursing is to educate students in the Franciscan Values to become nurses who meet society's health needs.

FOCUS

The graduate program provides innovative and accessible educational opportunities for working nursing professionals who wish to become nurse educators. The College of Nursing aims to provide creative, flexible programs which integrate nursing theory and practices to meet emerging health education needs of clients and communities. The College of Nursing provides educational experiences in a Franciscan environment that emphasizes compassion and valuing of the individual to meet the needs of diverse learners. Programs at Cardinal Stritch University allow students to realize their potential as individuals, professional nurses and responsible members of the world community.

MSN PURPOSE STATEMENT

The Master of Science in Nursing program prepares nurse educators for current and future roles in academic, community and service settings. Students develop foundational knowledge which characterizes graduate preparation in nursing. This knowledge base includes theoretical and philosophical perspectives in nursing, education, research, ethics, evidence based practice and contemporary health issues. Students complete self-selected practica and capstone experiences. The education practica allow students to apply principles and practices relevant to nursing education under the guidance of an experienced nurse educator. The capstone experience provides the student with the opportunity to explore and evaluate selected research relevant to the development of evidence based practice in nursing education.

Graduates will be able to practice and make contributions in a variety of educational settings based on theoretical, empirical and practical knowledge gained through this program.

MSN PROGRAM OUTCOMES

The MSN graduate will be able to:
- Synthesize advanced theoretical and empirical knowledge to influence nursing and health care.
- Utilize an evidence based approach to the practice of education in nursing.
- Design effective teaching and learning strategies to provide appropriate nursing and health education to various populations of learners.
- Analyze contemporary social, economic, legal, ethical and political issues to lead and manage change in educational and health care environments.
- Apply sound principles and practices of education to the design and evaluation of nursing education curriculum.
- Pursue advanced education, certification and continuing professional education as a lifelong learner.

PROGRAM FEATURES AT A GLANCE:
- Degree program follows a planned curriculum progression.
- Classes meet in the evening one night per week for about 2 1/2 years. Most classes are 3 credits and 9 weeks in length.
- Two practicum course require time outside classroom meetings as arranged by the student and a preceptor.
- Cohort model format (10-15 students).
- Capstone project in lieu of a thesis is an evidence-based review.

For more information about the Master of Science in Nursing Program, call 1-800-347-8822, Ext 4966 or (414) 410-4966.

The MSN program is accredited by:
The National League for Nursing Accrediting Commission (NLNAC)
61 Broadway, 33rd Floor
New York, NY 10006

ADMISSION REQUIREMENTS

The admission policies of the College of Nursing adhere to the general graduate admission policies and procedures of the University with the following additional requirements:
- A bachelors' degree from an accredited nursing program (NLNAC or CCNE).
- Official transcripts from all post-secondary/colleges attended.

- Grade point average of 3.0 on a 4.00 scale in prior nursing and other coursework is expected.
- Current license to practice as a Registered Nurse in Wisconsin.
- Successful completion of undergraduate courses in statistics and nursing research.
- Portfolio consisting of the items below. Assemble portfolio in a folder. All materials must be typed or electronically produced.
     a. Curriculum Vitae — include:
          (1) Formal education, degree(s) obtained and major, schools attended and dates
          (2) All nursing and other positions held
          (3) Any relevant CEU programs/courses taken
          (4) Any published professional articles (in journals, hospital/agency publications, school newspaper, etc.), title, date, journal, page number, etc. Attach copy.
          (5) Presentations before staff, patient/family and other groups (including educational seminars presented to peers as part of job responsibilities), date, length of presentation, title, location.
          (6) Honors/awards received.
          (7) Membership in professional and other organizations — offices held, dates of membership.
          (8) Community service: Names of organizations, description of activities.
     b. Reflective Essay on Professional and Educational Goals
          (1) Essay should be 3-5 pages in length, typed using proper grammar, punctuation, spelling, etc. and with a scholarly writing style.
          (2) Reflect on the following:
               • Your goals for graduate nursing education (provide at least 2-3 goals with discussion);
               • How a MSN degree from Stritch will advance or change your career path in nursing and as a nurse educator;
               • How a graduate nursing degree with an educator focus will affect your individual nursing practice and the discipline of nursing; and
               • Your reasons for choosing Stritch and the MSN degree program it offers.
- Two letters of recommendations should be sent directly to the Office of Graduate Admissions. The purpose of the recommendation is to address the candidate's potential to successfully complete graduate studies. Two letters should be from professional nurses.
     You may consider:
     (a) one from a supervisor
     (b) one from instructor/nursing faculty member (if undergraduate study was within last five years)
- Personal interview with graduate nursing faculty member.

Prior to enrollment in the MSN program, admitted applicants must have:
- Current CPR certification.
- Criminal background check (through the College of Nursing).
- Computer access and literacy required (word processing, email, presentation software)

Transfer of Graduate Credits
Students may transfer up to nine (9) credit hours into the MSN program based on the following criteria:
- Courses transferred must compare in scope and content to courses offered in the MSN program. The student will need to provide course description, course syllabus and other information that contributes to evaluation of course requested for transfer.
- Grades in transferred courses must be at least 3.0 on a 4.0 scale.
- Coursework for transfer must be completed within five (5) years of admission to the Stritch MSN program.
- All transfer courses must be approved by the College of Nursing, MSN Program Chair.
- Grade of transfer credits will not be applied to the cumulative grade point average a student earns in Stritch's MSN program.

DEGREE REQUIREMENTS
Seven-Year Limit
A seven-year period, beginning with the first course that the student wishes to count toward the MSN degree (whether formally accepted into the program or not), is the limit of time to complete the requirements for the degree. As nursing science and new models of health care delivery and education are evolving at an ever-increasing rate, this time limit is provided to assure the student of a good quality outcome unburdened by outdated knowledge. Therefore, it is recommended that any needed prerequisite courses be completed before beginning coursework which will apply to the degree. Steady, continuous

progress, and commitment to timely completion of the final project are necessary for the completion of the requirements within the expected two and a half year time period. Ordinarily, students will complete the program well within the seven-year limit. In extraordinary circumstances, students must initiate a request for an extension of the time limit by contacting the MSN Program Chair of the College of Nursing.

The MSN Program Chair will submit the request and the recommendation to the University Graduate Standards Committee for a decision.

FORMAT
The MSN program is offered in a cohort format.

CURRICULUM DESIGN
NRS 502 Theoretical and Philosophical Perspectives in Nursing
NRS 504 Seminar in Contemporary Health Care
NRS 510 Foundations of Education in Nursing
NRS 511 Nurse as Leader
NRS 512 Curriculum Development and Program Evaluation
NRS 513 Evaluation in Nursing Education
NRS 519 Teaching and Learning Strategies
NRS 520 Technology and Nursing Education Practicum
NRS 526 Nursing Research
NRS 532 Data Analysis Applied to Research Design
NRS 540 Nurse as Educator Practicum
NRS 552 Capstone – Evidence-Based Nursing Education Project

Total: 36 credit hours

COURSE DESCRIPTIONS

NRS 502 Theoretical and Philosophical Perspectives in Nursing
(3 Cr.)
This course will assist students in gaining an understanding of philosophies, theories, and concepts relevant to the nursing profession. Students will examine and critique nursing theories and philosophies that have influenced contemporary nursing and education. Students will explore philosophical and conceptual knowledge as it pertains to nursing, empirical, ethical, aesthetic, and personal knowing, and advanced practice.

NRS 504 Seminar in Contemporary Health Care
(3 Cr.)
The focus of this course is to examine and analyze current issues in health care. Access, quality and economic issues are evaluated in relationship to health care and health care delivery systems. Major stakeholders, including consumers, providers, payers, the government and regulators are considered. Federal, state and local policies and political structures are studied in relationship to nursing and health care. Ethical issues are explored within the context of current health care policy and decision making.

NRS 510 Foundations of Education in Nursing
(3 Cr.)
This course is an examination of the science of learning. Theories, basic concepts and principles of learning drawn from educational psychology and nursing will be examined and applied to educational situations. Principles of learning and selected strategies for effective teaching will be discussed. Theories of learning will be compared and contrasted. Theoretical components of the course will be examined through course assignments. Relevant research will be examined and discussed. Prerequisite: NRS 502.

NRS 511 Nurse as Leader
(3 Cr.)
This course focuses on the study of theories and models of leadership in organizations and complex systems. Leadership theory is analyzed on an individual, group and system level; personal leadership style is assessed and strategies are applied to education and health care services, and organizations during times of change.

NRS 512 Curriculum Development and Program Evaluation
(3 Cr.)
In this hybrid course, students explore, analyze and evaluate the process of developing a curriculum using an evidence-based approach. Students design the framework for a nursing curriculum. Combined with microteaching opportunities, students develop and refine program outcomes and a course within a curriculum framework. In addition, students develop learning opportunities for a

course that is congruent with the course outcomes. Students identify evaluation strategies that would provide data regarding the learner's achievement of specific outcomes. This course builds upon the theoretical components of NRS 510 Foundations of Education in Nursing for application in the classroom environment. Prerequisite: NRS 502, NRS 510.

NRS 513 Evaluation in Nursing Education
(3 Cr.)
This course builds upon the theoretical components of NRS 512. Students will be introduced to evaluation models. Students will be introduced to evaluation models. Evaluation of programs and learners in a variety of settings will be addressed. Students will become familiar with different types of evaluation tools and be able to develop tools and tests that measure learning outcomes. Evaluation standards of various accrediting bodies will be discussed and applied to programs of instruction. Prerequisite: NRS 512.

NRS 519 Teaching and Learning Strategies
(3 Cr.)
This hybrid course emphasizes the application and evaluation of multiple technology tools related to instructional design. This course assists the student in developing a pragmatic approach to the mechanics of providing learning opportunities and resources that are needed for instruction. Students will develop and implement a plan that identifies and differentiates teaching and learning activities appropriate to adult learners that fosters learning in the cognitive, affective and psychomotor domains. Students will design a variety of strategies to be used to facilitate learning for adults that is aimed at specific objectives. The learning environment is a blend of online and on-campus learning experiences.

NRS 520 Technology and Nursing Education Practicum
(3 Cr.)
This course is designed to assist the student with the development of the ability to use technology as an effective teaching method and modality. The student will select an emphasis area (such as human simulation technology, e-learning, self-directed online learning, etc.) that they wish to learn to use. The student also will select an educational area, staff development, formal education or client education in which they wish to develop their skill using technology for nursing education. They will practice using technology under the guidance of an expert preceptor for the majority of this experience. Prerequisite: NRS 519.

NRS 526 Nursing Research
(3 Cr.)
This course provides the students with an overview of the nursing research process. Problems inherent in nursing research and education will also be explored. Critical analysis, utilization, implementation, and communication of research are discussed. Emphasis is placed on development of qualitative research processes and designs although quantitative research design is also discussed. The student will be prepared to read, interpret and critique the methodology and design techniques used in qualitative nursing research.

NRS 532 Data Analysis Applied to Research Design
(2 Cr.)
The essentials of quantitative inquiry will be examined as applied to nursing. Data analysis procedures and selected analysis methods are used to demonstrate different approaches to understanding statistics. Issues related to interpretation of quantitative findings will be discussed. The course prepares students to examine research for the quality of evidence provided.

NRS 540 Practicum - Educational Setting
(3 Cr.)
Through working with experienced faculty preceptors in the setting of the student's choice (nursing education, staff development, or client education), the student will plan, implement and evaluate a unit of instruction. Students will be active members of the instructional team in their focus area furthering their development as nurse educators. Prerequisite: NRS 512, NRS 513, NRS 519.

NRS 552 Evidence-based Nursing Education Project
(4 Cr.)
In this course, students will explore, synthesize and analyze current literature related to a question or issue in nursing education. The final project is an integrative review of the literature with evidence tables on a student-selected topic. The work will be conducted under the guidance of two assigned academic readers and the course coordinator. Students will develop and explore a research question, guided by a conceptual framework and use published research in both nursing and related disciplines. Students will formulate and rate recommendations for nursing education based on the strength of the evidence examined in review. The final written paper will reflect an understanding of the research process through a review, critical appraisal and analysis of the current evidence on the topic identified with recommendations for nursing education. The course will culminate with a student presentation of the process used in data collection and analysis and the resultant recommendations and conclusions.

ADMINISTRATION AND FACULTY INFORMATION

Leadership and Governance

Faculty/Staff Directory

Offices and Services