



CARDINAL  
STRITCH  
UNIVERSITY

# *Undergraduate Catalog*

**2013-2014**



# Table of Contents

PREFACE .....	4
ACCREDITATION AND MEMBERSHIPS.....	5
GENERAL UNIVERSITY INFORMATION .....	6
ADMISSION TO UNDERGRADUATE PROGRAMS .....	9
ORIENTATION, ADVISING AND REGISTRATION.....	13
TUITION, FEES AND FINANCIAL AID .....	14
ACADEMIC DEGREE PROGRAMS .....	22
DEGREE REQUIREMENTS .....	25
ACADEMIC POLICIES.....	29
GRADUATION AND COMMENCEMENT .....	48
GENERAL UNIVERSITY POLICIES .....	51
NONDISCRIMINATION/HARASSMENT POLICY.....	51
COMMITMENT TO NONDISCRIMINATION.....	51
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA).....	51
DISABILITY POLICY .....	52
COMPLAINT PROCEDURE .....	55
CAMPUS SAFETY AND CAMPUS CRIME REPORT .....	57
STUDENT SERVICES .....	58
CAMPUS FACILITIES.....	66
COMMUNITY INITIATIVES .....	68
ACADEMIC SUPPORT COURSES (ASC) .....	70
COLLEGE OF ARTS AND SCIENCES .....	71
COMMUNICATION ARTS (CA) .....	72
ENGLISH and WRITING (EN) .....	76
FIRST YEAR EXPERIENCE (FYE).....	82
HISTORY (HS) and POLITICAL SCIENCE (POLS).....	83
INTERNATIONAL STUDIES .....	88
POLITICAL SCIENCE (POLS) .....	89
BROAD FIELD SOCIAL STUDIES .....	93
WOMEN’S STUDIES (WS) .....	95
KEYSTONE EXPERIENCE (KEY).....	96
LANGUAGES .....	97
MATHEMATICS (MT) and COMPUTER SCIENCE (CS).....	102
NATURAL SCIENCES.....	112

BIOLOGY, CHEMISTRY, PRE-PROFESSIONAL CERTIFICATE PROGRAM .....	112
CHEMISTRY (CH) and PHYSICS (PY) .....	117
PRE-PROFESSIONAL CERTIFICATE PROGRAMS .....	122
PSYCHOLOGY (PS) .....	123
RELIGIOUS STUDIES (REL) and PHILOSOPHY (PL).....	127
PHILOSOPHY (PL).....	133
SOCIOLOGY (SC) .....	135
SPORT SCIENCE AND MANAGEMENT .....	139
PHYSICAL EDUCATION (PE) .....	142
SCHOOL OF VISUAL AND PERFORMING ARTS.....	143
VISUAL ART (ART).....	143
MUSIC (MU) .....	153
THEATER (THR).....	160
COLLEGE OF BUSINESS AND MANAGEMENT .....	164
CERTIFICATE PROGRAMS.....	166
ASSOCIATE OF SCIENCE PROGRAM .....	166
BACHELOR OF SCIENCE PROGRAMS.....	167
ACCOUNTING (AC), BUSINESS (BU), ECONOMICS (EC) AND INTERNATIONAL BUSINESS.....	188
COLLEGE OF EDUCATION AND LEADERSHIP .....	194
REGULAR EDUCATION.....	195
EARLY CHILDHOOD EDUCATION BACHELOR’S COMPLETION (ECUE) .....	200
SPECIAL EDUCATION (SED).....	204
LANGUAGE AND LITERACY DEVELOPMENT (RLA).....	208
INTEGRATED LEADERSHIP PROGRAM (INLS) .....	210
RUTH S. COLEMAN COLLEGE OF NURSING .....	212
ASSOCIATE OF SCIENCE IN NURSING (ADN) .....	213
BACHELOR OF SCIENCE IN NURSING COMPLETION PROGRAM .....	219
ONLINE CONSORTIUM OF INDEPENDENT COLLEGES AND UNIVERSITIES (OCICU) .....	223
ADMINISTRATION AND FACULTY INFORMATION.....	227

# 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](http://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.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

Cardinal Stritch University constantly strives to address program growth and quality services for students and may make alterations in 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 (August 2013). See the University's Web site, [www.stritch.edu](http://www.stritch.edu), for additional information.

# 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 was 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 75<sup>th</sup> 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**

Stitch 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 UNDERGRADUATE PROGRAMS

## GENERAL ADMISSION INFORMATION

Undergraduate programs at Cardinal Stritch University are open to men and women who have a high school education or its equivalent. Applicants are accepted for admission on the basis of past achievements and demonstrated ability to succeed in University work.

Admission decisions are made on a rolling basis, but early application is recommended. Programs in the College of Business and Management, College of Education and Leadership, and Ruth S. Coleman College of Nursing may have additional admission criteria. (Please refer to specific college section in this catalog for more details). Upon receipt of all necessary documentation, the application will be evaluated and the Office of Undergraduate Admissions will formally notify the individual of his/her admission status. Notification is generally received within one week of completion of the application.

## APPLICATION FOR ADMISSION

### Freshmen Students

A freshman student is one who has a high school diploma or its equivalency and has attempted less than 11 college credits. To apply for admission to Cardinal Stritch University as a freshman student, applicants must:

- Complete the application for admission online at [www.stritch.edu](http://www.stritch.edu).
- Submit official high school transcripts or an official GED score.
- Submit official ACT/SAT scores, if applicable.
- Complete the ASSET placement test (for students who have been out of high school for more than one year).
- Submit official transcripts from all institutions attended.
- Submit official documentation for admission to specific programs/majors, if required.
- Submit additional information, upon request.

### Residency Requirement

- Stritch has implemented a first-year residency requirement for traditional students, effective fall 2013. The policy requires all first-time, full-time new students and transfer students who have been out of high school for less than a year to live in one of the residence halls for their first year of enrollment.
- Students who are 21 or older by Aug. 1 of the enrolling year, who are married, who have a dependent, are veterans, or live with their parents or legal guardians within 30 miles of campus, are exempted from this policy. Students enrolled in one of Stritch's evening business and management programs, graduate degree programs or online programs are also exempted from this policy.
- If you have questions about this policy or for more information, please contact your [admission counselor](#).

### Transfer Students

A Transfer student is one who has attempted 12 or more college credits. Students who apply with less than 12 credits will be treated as freshmen and required to take the placement test.

Transfer students with a cumulative GPA below a 2.0 are required to complete the University placement test as part of the admission process, and if accepted may be required to take developmental courses.

Students who transfer from regionally accredited institutions who have been fully admitted to the University and have successfully completed college-level English and mathematics will be waived from the placement test and placed according to their transcripts. All other transfer students will be required to take the University placement test.

To apply for admission to Cardinal Stritch University as a transfer student, applicants must:

- Complete the application for admission online at [www.stritch.edu](http://www.stritch.edu).
- Submit official transcripts from all institutions attended.
- Submit official documentation for admission to specific programs/majors, if required.
- Submit additional information, upon request.

## Re-Entry Students

A re-entry student is one who has previously attended Cardinal Stritch University and is seeking re-admission to the University.

To apply for admission to Cardinal Stritch University as a re-entry student, applicants must:

- Complete the application for admission online at [www.stritch.edu](http://www.stritch.edu).
- Submit official transcripts from all institutions attended-since leaving the University. 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.
- Submit official documentation for admission to specific programs/majors, if required.
- Submit additional information, upon request.

Students who have been dismissed from the University are eligible to reapply to the University one year after the date of their dismissal upon demonstrating an improvement in motivation or preparation for college work. The application for re-admission will be referred to the undergraduate admissions committee for review.

Students in traditional, daytime studies 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 in traditional, daytime studies 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.

Students in accelerated, evening programs who have been out of class for six months or more are required to submit an application for re-entry to the University and will be required to meet the University graduation requirements and departmental major course requirements in effect at the time of re-entry.

## International Students

An International student is one who requires an F-1 student visa in order to study in the United States.

To apply for admission to Cardinal Stritch University as an international student, applicants must:

- Complete the application for admission online at [www.stritch.edu](http://www.stritch.edu).
- Submit official transcripts from all institutions attended. Transcripts must be evaluated by a Nationally Approved Credential Evaluation Service to determine degree and grade point average equivalencies.
- Submit official ACT/SAT scores, if applicable.
- Submit official documentation of English language ability, if required.
- Submit official documentation for admission to specific programs/major.
- Submit additional information, upon request.

## Special or Non-Degree Seeking Students

A Special student is one who is non-degree-seeking but enrolled in courses at Cardinal Stritch University for credit and/or audit. All special students are required to complete an application form prior to each semester of enrollment. Students currently enrolled in high school must submit a copy of their transcripts, recommendation from the principal or counselor, and a list of proposed courses. Students who have completed high school or have a GED are not required to submit additional documentation.

## Traditional Calendar Degree Programs or Courses

Prospective applicants are encouraged to check with an Academic Advisor on the availability of desired courses prior to completing the application. A course schedule and catalog may be obtained online at [www.stritch.edu](http://www.stritch.edu) Special student applications are accepted two weeks prior to each term.

Special students are required to pay a \$100 tuition deposit at the time of registration. The tuition deposit is refundable up to 10 working days before the first day of classes. Special students are not eligible for federal, state, or institutional financial aid.

Special students fall into three categories: Personal/Professional Enrichment, Potential Degree Student and Seeking Credit to Transfer. Special students of any classification may take up to nine credits per semester at Stritch.

Personal/Professional Enrichment students may continue as a special student indefinitely without applying for formal admission to a degree program. Students in the category of Potential Degree Student may only enroll for a total of two

semesters before they are required to submit an application and transcripts to the office of admissions. Students seeking credit to transfer may be eligible for financial assistance from the other institution they are attending.

## Accelerated/Cohort Degree Programs or Courses

Students wanting to take accelerated courses as a special student in the College of Business and Management should contact an Enrollment Representative in the College of Business and Management. Students in the College of Business and Management's accelerated programs may take up to 12 total credits as a Special Student.

## TYPES OF ADMISSION

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

1. **Full admission** is granted to applicants who submit all required official admission documentation and meet minimum standards for admission.
2. **Conditional/probationary admission** is granted to applicants who submit all required official admission documentation 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.
3. **Provisional admission** is granted to applicants who have not submitted all required official admission documentation but provide sufficient information to determine a preliminary admission decision. These applicants must meet minimum standards for admission. A provisional admission status will not be removed until an applicant provides all official admission documentation, 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 timeframes, the student may not be allowed to enroll in additional coursework. Provisional admission could impact financial aid eligibility and receipt of financial aid funds.

Upon acceptance to the University, applicants must submit a \$100 tuition deposit, which is refundable up to 10 working days before the start of the term of enrollment.

## UNDISCLOSED TRANSCRIPT POLICY

Undisclosed records or transcripts may be grounds for dismissal or rescinding of admission. All applicants seeking admission to degree and/or certification programs at Cardinal Stritch University are required to disclose all previously attended institutions on their application for admission. 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:** Applicants who have applied but have not yet been admitted will be in a pending status 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:** Applicants who have been admitted but are not yet enrolled in courses, will have their admission decision 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:** 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:** 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.

# ORIENTATION, ADVISING AND REGISTRATION

## NEW STUDENT ORIENTATION

### Traditional Calendar Degree Programs

The University provides several orientation programs for all new students prior to each semester. Freshmen orientation programs offer students a unique opportunity to connect with other students, meet campus faculty and staff, and learn about the variety of University resources that are available. Stritch also offers unique, specialized orientation programs for our transfer students and older, returning adult students. These programs are especially designed to meet student needs and help students adjust to a new academic environment. Whether transferring from a different institution, returning to school after a break, or starting college for the first time, students will receive key information at an orientation program and will be provided with the tools to be a successful Stritch student.

### Accelerated/Cohort Degree Programs

Orientation sessions for students in accelerated and/or cohort degree programs are scheduled at the beginning of each program. Attendance is mandatory and will provide students with necessary information regarding expectations and available services to best promote their success.

## ADVISING AND REGISTRATION

Stritch strives to make academic advising and course registration an understandable and supportive process for students. Toward this end, most students have multiple advisors working with them to assist them with their academic planning and schedule. However, while students have various advisors on campus to help them with their degree requirements, it is the student's sole responsibility to ensure they meet all requirements for their degree.

Students must resolve all financial obligations and be fully admitted to the University prior to registering for classes.

### Traditional Calendar Degree Programs

Undergraduate students in traditional calendar degree programs register for their courses online through My Stritch. Students in the College of Arts & Sciences, the College of Business and Management (traditional calendar degree programs) and the College of Education and Leadership must meet with their major/departmental advisor prior to the registration period every semester to receive registration clearance. At this meeting, major advisors will counsel students on which courses to take during the upcoming term for their major and will then clear the students to register. Current students without a declared major are required to meet with a member of Academic and Career Advising before registering.

Students in the Ruth S. Coleman College of Nursing are encouraged, but not required to meet with an advisor prior to registering. Instead, students will be allowed to register and their course selections will subsequently be approved or denied upon review.

When a student's registration time arrives (as determined by the total number of credits earned and in progress, or the nursing clinical course to be entered), he/she may then log into My Stritch and register for courses.

Academic advisors monitor students' overall curricula, including liberal arts core requirements, electives, and total credits earned. Therefore, students are welcome to meet with their academic advisor prior to registration to ask questions, discuss core requirements, create a draft schedule, etc., but it is not required.

During the first week of classes, students may adjust their schedules (add and drop classes) online through My Stritch. Once the Drop/Add period has passed, students must see their academic advisor to withdraw from a course.

### Accelerated/Cohort Degree Programs

In most accelerated and/or cohort programs, students will work closely with their Admissions or Enrollment Counselors as well as program advisors to determine their needed coursework and to establish their initial schedule. In many cases, students will be pre-registered by the Student Registration department for all necessary coursework. Subsequent schedule changes can be made in consultation with their Academic Advisor.

# TUITION, FEES AND FINANCIAL AID

## TUITION, FEES AND REFUNDS

Payment of fees for undergraduate and graduate programs occurs as written on the general information sheet, which is published each semester. This sheet includes information regarding tuition, payment of fees, payment plans, financial aid, late fees, and deposits as well as withdrawal and refund processes. A late fee may be charged for payments made after the due date. In addition, all tuition and fees are listed online at [www.stritch.edu](http://www.stritch.edu).

Any tuition deposits paid will be credited to each student's account. If students decide not to attend courses, they may request a refund of the tuition deposit. The request must be made in writing to the business office by the date indicated on the general information sheet.

Financial transactions for students other than those in College of Business and Management accelerated cohort programs take place in the Business Office, located in the Bonaventure Hall Atrium.

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

## GENERAL FINANCIAL AID INFORMATION

Cardinal Stritch University offers awards which recognize achievement and provide financial assistance to eligible students who are unable to meet their total University expenses. Each year, approximately 93% of full-time undergraduate students receive scholarships, grants, loans and employment to help meet their University costs. Eligibility for financial aid programs is based primarily on financial need — the difference between the total cost of attending and the 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 to determine their eligibility for federal, state, and University aid. The methodology assumes that it is the primary responsibility of the student and/or the student's family to pay for University costs. The ability to pay is determined by examining the family's current financial situation and considering such factors as parental income and assets, student income and assets, taxes paid, family size, nontaxable 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.

## FINANCIAL AID APPLICATION PROCEDURE

All new students should apply for financial aid well in advance of their intended enrollment date. Students are encouraged to apply for financial aid when they apply for admission to the University.

Students should complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov).

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

If a student is selected for verification, due to federal verification requirements, a signed IRS tax transcript from the student and/or parent, a signed copy of the student's and/or parents' federal income tax form, and/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.

The Financial Aid Office attempts to provide financial aid awards to make a Stritch education as affordable as possible for the student/family. Gift aid is awarded to the fullest extent possible based on the individual student's financial aid eligibility and/or academic achievement. Student loans and student employment are also awarded to provide students with the maximum financial assistance. While students may be eligible to borrow and/or to work, they may decline fully or accept lesser amounts of these types of assistance. In addition, Cardinal Stritch University participates in many other federal and state financial aid programs.

All students receiving financial aid are required to make satisfactory academic progress toward a degree. Lack of satisfactory progress will result in the suspension of further financial aid until the student is again in compliance with the satisfactory academic progress policy or has successfully appealed the suspension of their aid.

## **FINANCIAL AID ATTENDANCE POLICIES**

### **Institutional Holidays and Designated Breaks**

#### **Traditional Calendar Degree Programs**

Scheduled breaks are published in the academic calendar. 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.

#### **Accelerated/Cohort Degree Programs**

Holidays and designated breaks are listed in each cohort's calendar. Cohorts typically meet year-round and all deviations are noted in the published program/cohort calendar.

### **Leave of Absence**

#### **Traditional Calendar Degree Programs**

A leave of absence may be requested in writing to the financial aid office. This is not in addition to any scheduled breaks. The time allowances for scheduled breaks/holidays are program specific and will be provided with program information.

#### **Accelerated/Cohort Degree Programs**

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, whether it is because of a waived course, or because they met the requirements of the scheduled course previously. The failure to utilize a leave of absence may have an adverse impact on financial aid.

Students must contact the Financial Aid Office 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.

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.

## **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 outlines 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% limit. 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% limit, 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
Associate	70	105

Bachelor's	120	180
------------	-----	-----

The undergraduate catalog defines the number of credits needed to complete each degree, major or 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 (GPA) throughout the duration of their programs. For undergraduates, the minimum cumulative GPA is 2.0. GPAs are 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 GPA is calculated using only those credits and grades earned at Stritch. The GPA 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 GPA.

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

Students may not receive financial aid for more than one "retake" of a course in which they received a grade higher than an "F."

### 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 adhere to an academic plan (if required) as part of his/her 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 GPA (undergrad), 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 him or her 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 the 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 team, 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.

## **STUDENT CLASSIFICATION FOR FINANCIAL AID**

The criteria used by the Financial Aid Office for determining student classifications for financial aid eligibility differs from the criteria used by the University. For financial aid purposes, the following criteria will be used:

- Freshmen 0-23 credits
- Sophomores 24-47 credits
- Juniors 48-71 credits
- Seniors 72 and more

## **FEDERAL AND STATE GRANTS**

The following grants are awarded based on the student's/family's financial need (as determined by the FAFSA – Free Application for Federal Student Aid). Repayment is not required. Federal and state grant minimum and maximum amounts are subject to legislative changes at any time.

### **Pell Grant**

Pell is a federal grant program for undergraduate students. The maximum Pell Grant will be \$5,645 for the 2013-2014 academic year. Eligibility cannot exceed the equivalent of 12 full-time semesters.

### **Wisconsin Tuition Grant (WTG)**

WTG is a state grant available for eligible Wisconsin resident undergraduates. The maximum tuition grant will be \$2,900 for the 2013-2014 academic year. Eligibility cannot exceed ten semesters.

### **Supplemental Educational Opportunity Grant (SEOG)**

SEOG is a federal grant administered by the University for students with exceptional need based on limited family resources. These grants are generally awarded to Pell grant recipients. These funds are limited and awarded by application date.

### **Wisconsin Talent Incentive Program (TIP)**

TIP is a state grant designed for very low income students and/or students who traditionally might not attend college. The student must hold freshman status to receive the grant initially. Initial awards may be made by the Financial Aid Office or WEOP (Wisconsin Educational Opportunity Program). These funds are limited. The maximum grant amount is set annually by HEAB (Wisconsin Higher Educational Aids Board) and may not exceed \$1800 per year. Wisconsin residency is required. To continue to receive the TIP Grant, students must be enrolled for consecutive terms and continue to show financial need. Eligibility cannot exceed 10 semesters.

### **Wisconsin Minority Undergraduate Retention Grant**

This is a state grant for students of African American, American Indian, Cambodian, Laotian, Vietnamese or Hispanic (including Puerto Rican and Cuban) heritage. The grant provides assistance to sophomore, junior and senior minority students with financial need. Wisconsin residency is required. Eligibility cannot exceed eight semesters. These funds are limited.

### **Department of Vocational Rehabilitation (DVR)**

The Department of Vocational Rehabilitation (DVR) provides state grant funds for undergraduate students who have financial need and have some type of physical, psychological or emotional disadvantage which could interfere with the student obtaining a degree. The student is assigned a DVR counselor and must maintain close contact with the counselor throughout his or her academic career. The student must contact the local DVR office to initiate the application.

### **Bureau of Indian Affairs (BIA) and the State Indian Grant Program**

This bureau and program provide state and federal grant funds for American Indians. Applications must be made through the BIA office.

### **Hearing and Visually Handicapped Student Grant**

This program provides grants for undergraduate study to Wisconsin residents who have a hearing or visual impairment.

### **Veterans Grant Program**

Information is available through the local Veterans Administration. The Department of Records and Registration, in conjunction with the Financial Aid Office, verifies the enrollment status for all veterans.

Cardinal Stritch University participates in the Yellow Ribbon Program. Student eligibility for institutional funds may be affected by Yellow Ribbon awards. Additional information can be obtained from the financial aid office.

### **Wisconsin Army National Guard Tuition Grant**

The Wisconsin Army National Guard Tuition Grant pays 100% of tuition to student soldiers. All Wisconsin army national guard enlisted members and warrant officers who do not possess a bachelor's degree are eligible. The tuition grant is based on 100% of the resident, undergraduate tuition charged by the University of Wisconsin-Madison. The grant can be used at any school with a Title IV school code. This tax-free tuition "grant" is paid as a reimbursement to the soldier/student after completing a class or semester of school. For more information on any of the programs, go to [www.wisconsinnguard.com](http://www.wisconsinnguard.com) or call the Wisconsin Army National Guard Education Office at (800) 292-9464, Ext. 2.

## **FEDERAL LOAN PROGRAMS**

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

### **William D. Ford Stafford Loan Program (Subsidized and Unsubsidized)**

This program enables students to obtain long-term, low-interest loans to help meet their educational expenses. Any student who is enrolled at Cardinal Stritch University at least half time in a degree or certificate program, who is a citizen or a permanent resident of the U.S., 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. The Subsidized Stafford is a need-based loan where interest on the loan is paid by the federal government while the student is in school at least half time. The Unsubsidized Stafford is available regardless of need, but interest will accrue while the student is in school. Students can 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 for both loans is fixed.

### **Stafford Loan Limits--Dependent Students**

Per academic year, freshmen may borrow up to \$5500 of which no more than \$3,500 can be subsidized; Sophomores may borrow up to \$6,500 of which no more than \$4,500 can be subsidized; and juniors and seniors may borrow up to \$7,500 of which no more than \$5,500 can be subsidized. The cumulative maximum amount of loan money for undergraduate students is \$31,000 of which no more than \$23,000 can be subsidized. For both subsidized and unsubsidized loans, repayment begins six months after dropping below half-time enrollment or leaving school.

### **Stafford Loan Limits--Independent Students**

Independent students may be eligible for an additional \$4,000 in an unsubsidized loan as freshmen and sophomores, and an additional \$5,000 in an unsubsidized loan as Juniors and Seniors. These funds are in addition to the dependent student loan levels. The aggregate loan limit for independent students is \$57,500 of which no more than \$23,000 can be subsidized.

### **Perkins Loan**

This federally-funded, need-based loan program is administered by the University. Loans for educational expenses are made at 5% annual interest rate (which begins accruing nine months after the student ceases to be enrolled half time). The maximum amount an eligible student may borrow is \$5500 per award year for a student who has not successfully completed an undergraduate program. The aggregate loan limits include only unpaid principal. The maximum aggregate amount an eligible student may borrow is \$27,500 for an undergraduate student who has completed two academic years and is pursuing a bachelor's degree. Repayment of the Perkins Loan starts nine months after dropping below half-time enrollment, and the loan must be paid in 10 years unless extended by certain types of deferments. The Perkins Loan comes from a revolving fund. Prompt repayment allows Stritch to provide funds for other students needing financial aid.

### **Parent Loan for Undergraduate Students (PLUS loan)**

PLUS loans enable parents of dependent undergraduate students to borrow funds for educational expenses. This loan is available to credit-worthy parents regardless of need. Parents may borrow up to the cost of education minus other financial aid (as determined by the Financial Aid Office). Repayment of these loans begins 60 days after disbursement. Repayment may be deferred as allowed by the Federal government. The interest rate is fixed. Dependent students whose parents are denied a PLUS loan may have access to additional Unsubsidized Stafford Loans.

## **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. Those students with financial need who are enrolled for fewer than 12 credits but more than six credits 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 career representative in the Student Success Center to develop a job search strategy. Student worker opportunities are posted at <http://career.stritch.edu>.

## **CARDINAL STRITCH UNIVERSITY SCHOLARSHIPS AND GRANTS**

Cardinal Stritch University offers numerous scholarships and grants to undergraduate students in the College of Arts and Sciences, the College of Education and Leadership, the Ruth S. Coleman College of Nursing and for students in traditional calendar degree programs in the College of Business and Management. Eligibility is determined based upon achievement and/or financial need.

### **Honors Scholarship**

The Honors Scholarship is a competitive scholarship offered at full tuition value per year for up to four years. New high school graduates with a minimum 3.5 high school grade point average (on a 4.0 scale) or who place in the top 10% of their high school graduating class and have a minimum score of 26 on the ACT (or equivalent score on the SAT) are eligible to compete for this scholarship. Evidence of active extracurricular activity and a personal interview are also required. The renewal of the scholarship, for up to four years, is based on maintaining a minimum 3.5 cumulative GPA. Full-time enrollment is required.

## **Franciscan Heritage Scholarship**

The Franciscan Heritage Scholarship is offered at four levels; Trustee, President, Dean and Merit. Scholarship eligibility and amounts are determined using cumulative high school Grade Point Average (GPA) and ACT/SAT test scores. The renewal of the scholarship, for up to four years, is based on maintaining a minimum 3.0 cumulative GPA. Full-time enrollment is required.

## **Franciscan Servant Scholars Program**

The *Franciscan Servant Scholars* program is designed for full-time undergraduate students at Cardinal Stritch University who seek to develop their faith and grow in service as they discern a career path. Rooted in the Catholic Franciscan heritage and values of the University, this **integrated education and formation program is open to students of all faiths and majors** who seek to connect their academic coursework with service to community, working for peace and social justice, engaging in theological reflection, faith sharing and other formative experiences. The dollar amount of this scholarship varies and is renewable annually.

## **Serra Transfer Scholarship**

This scholarship is for full-time students who have transferred to Cardinal Stritch University from another institution. Students must have attempted a minimum of 12 credits at the prior institution and maintained a 3.0 cumulative grade point average (GPA). Scholarship renewal is for up to four years, and is based on maintaining a minimum 3.0 cumulative GPA. Full-time enrollment is required.

## **St. Bonaventure Transfer Scholarship**

This scholarship is for full-time students who have transferred to Cardinal Stritch University from another institution. Students must have attempted a minimum of 12 credits at the prior institution and maintained a 2.5 to 2.999 cumulative grade point average (GPA). Scholarship renewal is for up to four years and is based on maintaining a 2.5 cumulative GPA. Full-time enrollment is required.

## **Renewal Requirements of Honors, Franciscan Heritage, Serra Transfer, and St. Bonaventure Transfer Scholarships**

If the minimum cumulative grade point average (GPA) and full-time enrollment are maintained, the Honors, Franciscan Heritage, Serra Transfer, and St. Bonaventure Transfer scholarships are renewable for up to four years. If the cumulative GPA falls below the requirement, the scholarship recipient will be placed on probation and awarded 50% of the scholarship. If after a year of probation, the cumulative GPA is above the requirement, the scholarship will be reinstated at the full dollar amount. If after a year of probation, the cumulative GPA is still below the requirement, the student will no longer be eligible for the scholarship.

## **Cardinal Stritch University Grant**

The University awards grants based on a student's direct financial need – the difference between a student's direct cost of attendance and the student's estimated family contribution and other federal, state and institutional funds the student receives. Cardinal Stritch University Grants are awarded to incoming students and may be renewed for up to four years. These grants may be adjusted if housing arrangements change or if a significant change in a student's estimated family contribution occurs. A student must be enrolled full time to receive this grant.

## **Cardinal Stritch University Residency Grant**

This grant is awarded to students living on-campus, and is based on a student's direct financial need - the difference between a student's direct cost of attendance and the student's estimated family contribution and other federal, state and institutional funds the student receives. It may be renewed for up to four years. The student will no longer be eligible for the grant if housing arrangements change (student moves off-campus).

## **International Scholarship**

International scholarships are awarded to undergraduate students attending full-time from another country and are based on financial need. These scholarships are limited.

## **Endowed/Private Scholarships**

A variety of endowed and private scholarships are made possible through the generosity of friends and alumni of Cardinal Stritch University. They are awarded on an individual basis and administered by the Financial Aid Office. Endowed and private scholarships may be awarded directly to students or may be made available through a competitive application process. The

Financial Aid Office communicates to students when applications are available for endowed scholarships. Scholarships which have been awarded include but are not limited to the following:

A.O. Smith Corporation of Milwaukee  
A.W. Asmuth Scholarship  
American Family Insurance Scholarship  
Adelaide F. Banaszynski Memorial Scholarship  
Walter Berghammer Family Scholarship  
O.W. Carpenter Scholarship  
Coleman Nursing Scholarship  
Patrick and Anna Cudahy Scholarship  
Walter Jay and Clara Charlotte Damm Scholarship  
Ferschl Family Scholarship  
Flahive Franciscan Values Scholarship  
Jerome Gilson Scholarship – Business  
Mary Gilson Scholarship – History  
Michael Gilson Scholarship – English  
Gladys Kent Scholarship  
Alois and Marie Kohl Scholarship  
Kohler Foundation Scholarship  
Frank and Mary Larscheid Family Scholarship  
Military Order Of The Purple Heart Scholarship  
Dorothy Mundschau Scholarship  
Northwestern Mutual Foundation Scholarship  
Sachiko Miyagawa Barnouw Scholarship  
Monsignor Prudell Scholarship  
Rath Distinguished Scholarship  
Sensient Technologies Scholarship  
Sentry Insurance Foundation Scholarship  
UPS Foundation Scholarship  
Robert Weissenborn Scholarship

## **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/return regulations.

Students withdrawing from some courses while continuing enrollment in other courses are subject to a revision of financial aid. Those who have withdrawn from all courses, some courses, or would like additional information on refund and withdrawal policies should contact their Academic Advisor.

# ACADEMIC DEGREE PROGRAMS

Cardinal Stritch University confers academic degrees for the completion of specified course sequences in a variety of fields. Undergraduate students may choose to work toward the Associate of Arts, the Associate of Science, the Bachelor of Arts, the Bachelor of Fine Arts, or the Bachelor of Science degrees.

## ASSOCIATE DEGREES

### Associate of Arts

- General Studies

### Associate of Science

- Business
- Nursing

## BACHELOR'S DEGREES

### Bachelor of Arts

- Accounting
- Art
- Art Education
- Biology
- Broad Field Social Studies
- Business
- Chemistry
- Communication
- Computer Science
- Digital Media
- Education (Secondary) \*\*\* Refer to teacher certification section below for specific information.
- English
- History
- International Business
- Mathematics
- Music
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish
- Sport Management
- Theater
- Writing

### Bachelor of Fine Arts

- Graphic Design
- Photography
- Studio Arts

### Bachelor of Science

- Business Administration
- Early Childhood Education Completion
- Education (Elementary) \*\*\*Refer to teacher certification information below for specific information.
- Human Services Management

- Management
- Nursing Completion
- Strategic Management of Information Systems

## EDUCATION TEACHER CERTIFICATION

Teacher certification is available in the following areas:

### Early Childhood Education Completion

- Early Childhood (approximate ages of birth-8 years old)

### Elementary Education

- Early Childhood-Middle Childhood (approximate ages of birth-11 years old)
- Middle Childhood-Early Adolescence (approximate ages of 6-12 years old)
- Dual Certification in Regular Education and Special Education: Middle Childhood-Early Adolescence (approximate ages of 6-12 years old)

### Secondary Education

- Early Adolescence-Adolescence (approximate ages of 10-21 years old)  
Majors/Content Areas:

- Biology
- Broad Field Social Studies
- Chemistry
- Computer Science
- English
- History
- Mathematics
- Political Science
- Sociology

- Early Childhood-Adolescence (approximate ages of birth-21 years old)
  - Art
  - World Languages (Spanish)
  - Music (Choral, Instrumental, General)
  - Theater

- Teaching minors may be selected from the following areas:
  - Biology
  - Social Studies
  - Chemistry
  - Computer Science
  - Science
  - English
  - History
  - Mathematics
  - Literacy
  - Political Science
  - Special Education
  - Spanish
  - Speech Communication
  - Theater

## CONCENTRATIONS

A concentration is a sub-set of a discipline organized in clusters of focused courses taken within an undergraduate or graduate major. A minimum of nine semester credit hours must be earned in the concentration with no more than 17 credits.

- The number of concentrations allowed in a major will be limited to no more than two.
- Concentrations within a major shall have no more than 1/3 of their courses in overlap.
- Minors shall not have concentrations.

## CERTIFICATE PROGRAMS

Cardinal Stritch University offers a number of different certificate programs that may be completed with a degree program, through the Liberal Arts Core, or independently pursued.

## **SPECIAL PROGRAMS**

### **Professional Preparation**

Professional Preparation programs are offered through the Departments of Natural Sciences, English, History and Social Studies. (See appropriate department and course descriptions.)

- Chiropractic
- Dental
- Law
- Medical
- Optometry
- Pharmacy
- Veterinary studies

### **Integrated Leadership Program**

The Integrated Leadership Program is specifically designed for undergraduate students who want to understand the nature of leadership and desire to be influential on campus, in the community, or as professionals in their major field of study. Through coursework, reflection, and action, students experience the challenge of leading themselves and others to effect positive change. Traditional age students who are involved in different campus organizations have the opportunity to earn a 10-credit certificate in Integrated Leadership. Traditional students who work at least part-time, and students in the College of Business & Management and Ruth S. Coleman College of Nursing have the opportunity to earn a 12-credit certificate in Integrated Leadership. For more information, contact Preston Cosgrove at (414) 410-4366 or [pbcosgrove@stritch.edu](mailto:pbcosgrove@stritch.edu).



# DEGREE REQUIREMENTS

## LIBERAL ARTS CORE CURRICULUM (GENERAL EDUCATION)

### Mission Statement

The Core Curriculum (General Education) is rooted in the Liberal Arts and our Franciscan heritage. It is designed to create a framework to develop knowledge, skills, and responsibilities necessary to educate students so that they will make contributions to the world guided by a concern for issues of justice and ethical behavior.

### Goals of the Core Curriculum

The Core Curriculum has three main goals:

1. Acquisition of knowledge (what students know)
2. Cultivation of intellectual and practical skills (what students are able to do)
3. Demonstration of personal and social responsibilities (what students are committed to)

### Core Curriculum Student Learning Outcomes

Students will acquire knowledge of:

1. Aesthetic Values: Critical reflection on art, culture, and nature
2. Physical & Natural World: The natural order, including earth and its systems
3. Human Societies: Values and histories underlying cultures, societies, their traditions and the relationships between them
4. Cultural Awareness: Cross-cultural knowledge to interact effectively with people from diverse communities
5. Spiritual Understanding: Reflection on the relationship between personal and communal faith and life choices that support justice, reconciliation and peace

Students will cultivate the following intellectual and practical skills:

6. Effective communication: oral, reading, and writing
7. Quantitative and technological literacy
8. Critical and reflective thinking, problem-solving and decision-making

Students will demonstrate personal and social responsibility for:

9. Franciscan heritage and values
10. Moral and ethical reasoning
11. Local and global community engagement

### Indicators of Student Success

The Liberal Arts Core student learning outcomes use multiple forms of assessments that indicate student success. Some examples include:

- Direct assessment of student learning – samples of student work in various areas to assess competency
- Engagement in experiential learning
- Retention/graduation rates

Students may seek degrees in the areas listed below. *The specific degree requirements for each major are located in the individual college and department listings.*

## ASSOCIATE DEGREES

Cardinal Stritch University offers two associate degrees: the Associate of Arts and the Associate of Science. These degrees are conferred after the completion of a course of study in specific areas which include a liberal arts core and an area of specialization.

### Associate of Arts (AA)

The Associate of Arts degree is awarded for the successful completion of programs in General Studies. Students must earn a minimum of 64 degree credits and maintain a 2.0 (“C”) average. All credits earned in the AA program are applicable to a BA or BFA degree. The specific minimum requirements for each program are as follows:

## **GENERAL STUDIES**

### **Core (General Education) Requirements**

A range of 30-36 credits.

Requires a minimum of 60 credits.

## **Associate of Science (AS)**

The Associate of Science degree is awarded for completion of a program in either Business or Nursing.

The Business program is an approximately two year program requiring a minimum of 64 credits and the maintenance of a 2.0 cumulative GPA.

The Nursing program is accredited by the National League for Nursing Accrediting Commission and is a two-and-a-half year program with a minimum of 70 credits. Students are required to maintain a minimum 2.33 cumulative GPA.

The specific minimum requirements for each program are as follows:

## **BUSINESS**

### **Core (General Education) Requirements**

A range of 30-36 credits.

## **NURSING**

### **Core (General Education) Requirements**

A range of 30-36 credits.

## **BACHELOR'S DEGREES**

A bachelor's degree is conferred for the completion of a specified sequence of courses in a variety of fields. The Bachelor of Arts degree emphasizes the liberal arts both in the general education (core) curriculum and in a wide variety of major fields. The Bachelor of Fine Arts degree also emphasizes the liberal arts in the core curriculum but includes a much heavier concentration in a fine arts major. The Bachelor of Science degree includes a concentration on the liberal arts in the core curriculum but emphasizes the more technical or professional fields.

A minimum of 120 credits is required for a bachelor's degree at Cardinal Stritch University. In addition, students must complete a major as well as the general education (Core) requirements. The specific requirements for each major can be found in the individual department listings in this catalog.

## **Bachelor of Arts (BA)**

### **Core (General Education) Requirements**

A range of 42-52 credits.

### **Major Requirement**

A Bachelor of Arts major requires a minimum of 34 credits in the area of the discipline. See specific majors for complete listing of requirements.

### **General Elective Requirement**

A minimum of 10 credits is required. The 10 elective credits cannot include courses from a primary major department.

## **Bachelor of Fine Arts (BFA)**

### **Core (General Education) Requirements**

A range of 42-52 credits.

## **Bachelor of Science (BS)**

### **Core (General Education) Requirements**

A range of 30-36 credits.

## **Major Requirement**

A Bachelor of Science in any College of Business and Management program must be a minimum of 41 credits. Specific program requirements are found in the College of Business and Management section.

## **Bachelor of Science in Education**

### **Core (General Education) Requirements**

A range of 30-36 credits.

### **Major Requirement**

A Bachelor of Science in Education requires a minimum of 79 credits in the major area. See the College of Education and Leadership section for complete listing of requirements.

## **Bachelor of Science in Nursing**

The Bachelor of Science in Nursing (BSN) completion program is accredited by the Commission on Collegiate Nursing Education (CCNE). This is a degree completion licensed program for registered nurses who have a diploma or associate's degree in nursing.

### **Core (General Education) Requirements**

A range of 30-36 credits.

### **Major Requirement**

The BSN-completion major is a minimum of 31 credits in addition to previously completed ADN coursework. Specific program requirements are found in the Ruth S. Coleman College of Nursing section.

### **General Elective Requirement**

A minimum of 15 credits is required. The 15 elective credits are encouraged to come from a distribution of courses offered by the College of Arts and Sciences.

## **ADDITIONAL BACHELOR'S DEGREE REQUIREMENTS**

### **Foreign Language Requirement**

The Bachelor of Arts degree requires that a student complete a second semester level (102) language course. This policy applies to both freshmen and transfer students.

### **Proficiency in a Foreign Language**

An individual is considered proficient in a foreign language when he/she:

- possesses listening, speaking, reading, and writing skills in the language;
- is able to understand the main ideas of all speech, make inferences within the cultural framework of the language; can follow linguistically complex discourse with cultural sensitivity;
- speaks the language with precision in order to participate in a conversation;
- supports his/her ideas and opinions with ease;
- reads and understands a variety of literary texts;
- comprehends, hypothesizes, and supports his/her opinions regarding the academic reading;
- expresses him/herself properly by writing memos, letters, and research papers;
- has a wide vocabulary that allows him/her to present an argument and express his/her opinion in an accurate manner.

### **Foreign Language Placement Examination**

A student who has either previous coursework that is unable to transfer or a linguistic background in Spanish, French or German is required to take the WEBCape placement exam. The exam measures a student's ability in a foreign language, and the results of the exam place the student in the appropriate course, equal to the student's level of comprehension. The placement exam may only be taken once. It is recommended that students complete their foreign language requirements before they have earned 64 credits for their undergraduate bachelor program. If a student takes the exam and places at a level

indicating proficiency (third semester placement), the student is considered to have fulfilled the foreign language requirement and will not be required to take any foreign language courses.

### **Retroactive Credit—Foreign Languages**

Retroactive credits may be awarded only by the Languages Department. A student can earn retroactive credits only if he/she places into a foreign language course higher than the 101 level through the online placement exam and then takes that course at Cardinal Stritch University and receives a grade of “B” or higher. The number of retroactive credits earned is determined by the course level at which the student begins foreign language study at the University, and a student can earn a maximum of 14 retroactive credits.

Retroactive credits can be used to fulfill the foreign language requirement. However, if a student receives a grade lower than “B” in their first college level foreign language course (not at the 101 level), he/she will not earn any retroactive credits and will need to take a second foreign language class in the same language at the next level.

Retroactive credits count towards the total credits required for graduation.

### **Culminating Experience**

A departmental culminating experience successfully accomplished within the student’s respective field of concentration is required of each student in a bachelor’s degree program to fulfill requirements for graduation. This may take the form of a research paper or project, a written or oral examination, a capstone course or some other comprehensive and culminating experience that helps the student integrate knowledge about his/her major field. It rests with the department to decide upon the format of the culminating experience.

# ACADEMIC POLICIES

*Students are bound by the current policies governing all processes in effect 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.*

## CALENDAR

The traditional academic calendar is based on a two-semester system, with the first semester beginning in late August and ending before Christmas, and the second semester beginning in January and ending in May.

A traditional six-week summer session begins approximately the third week of June. A limited selection of courses may be offered before and after the regular session.

The interim period between the first and second semester affords interested students an additional block of time for study, field experiences, off-campus internships, participation in programs at other campuses, travel and study abroad. Participation in any interim activities on or off campus is optional.

A number of programs at Stritch are offered in an accelerated format. For these programs, individual calendars indicating course sessions and breaks are distributed at the start of each program.

## CLASSIFICATION OF STUDENTS

The following sections detail the specific criteria used for separating Cardinal Stritch University students into class level categories or tuition cost groups.

### Class Year Classification

All students who have been officially accepted to Cardinal Stritch University will be classified according to their number of credits earned. (Developmental courses are not included in this number.) Class year classifications are as follows:

- Freshmen 0-30 credits
- Sophomores 31-60 credits
- Juniors 61-90 credits
- Seniors 91 or more credits

### Full-Time and Part-Time Classification

#### Traditional Calendar Degree Programs

The following table indicates the attending status of students in traditional calendar degree programs.

	<b>Full-Time</b>	<b>Half-Time</b>	<b>Less than half-time</b>
<b>Fall</b>	12+ credits	6-11 credits	Fewer than 6 credits
<b>Spring</b>	12+ credits	6-11 credits	Fewer than 6 credits
<b>Summer</b>	6+ credits	3-5 credits	Fewer than 3 credits

#### Accelerated/Cohort Degree Programs

Students in accelerated/cohort degree programs will be considered full-time when registered for courses within their degree program. Breaks in class attendance resulting from prerequisite coursework not needed, transferred coursework taken prior to admission, 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.

### Special Students

Students who do not wish to pursue a degree at Stritch, but who enroll for credit or audit in any undergraduate course for which they have the prerequisites, are classified as special students and are not eligible for a degree until they have gained formal admission to the program desired.

Special students seeking to take traditional calendar courses may take up to nine credits per semester at Cardinal Stritch University and fall into one of three categories: Personal/Professional Enrichment, Potential Degree Student and Seeking Credit to Transfer. Personal/Professional Enrichment students may continue as special students indefinitely without applying for formal admission to a degree program. A Potential Degree student may take courses as a special student for two semesters before applying for admission to the University as a regular student. Students classified as Seeking Credit to Transfer are those who are taking courses at Cardinal Stritch University which they intend to apply toward a degree from another institution.

These students may take courses as special students for as long as they are enrolled at another institution of post-secondary education.

Special students seeking to take accelerated/cohort courses in the College of Business and Management may take a maximum of 12 credits total in this status.

## **COURSE NUMBERING**

The course numbering system identifies upper and lower division courses and is intended to aid students in determining the level of difficulty of courses. Course numbers beginning with 0, such as 010, 011, do not carry credit toward a degree, and grades in these courses are not figured into grade point averages; however, such courses (and their assessed credit value) do count in a student's semester credit load. Lower division courses are numbered 100-299 and usually are of a general or introductory nature. Upper division courses are numbered 300-499, with the 300 group designating junior level, and the 400 group senior level.

## **CREDIT LOAD**

### **Traditional Calendar Degree Programs**

Credit load is calculated by summing the credit value of each course taken during a traditional semester, with 12-18 credits considered a full load. Additional tuition payment is required for more than 18 credits. Students that want to carry more than 19 credits must have a 3.0 GPA and special permission from their academic advisor. It is important to note that in order to graduate with 120 credits in four years, a student must take an average of 15 degree credits per semester. If a student takes fewer than 15 degree credits per semester, he/she will have to take courses in summers or attend for one or more additional semesters.

Credits earned in directed studies, independent studies, internships or courses which begin at a time other than the regular semester schedule are credited to the credit load of the semester in which they begin.

### **Accelerated/Cohort Degree Programs**

Students in accelerated/cohort degree programs will be considered full-time when registered for courses within their degree program. Breaks in class attendance resulting from prerequisite coursework not needed, transferred coursework taken prior to admission, 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.

## **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 weeks (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.

## **ADDING, DROPPING OR WITHDRAWING**

### **Traditional Calendar Degree Programs**

In traditional fall and spring academic terms, a student may drop or add courses online during the first week of classes (Drop/Add period) through My Stritch. 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 online prior to the course start date.

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 must obtain a withdrawal form from their academic advisor in the Student Success Center. The form must be completed, signed and dated by both the student and instructor of the course, and returned to their academic advisor by the end of business hours on the last day for withdrawal as listed on the academic calendar. The recorded date of the withdrawal will be the date the form is returned to their advisor. The student will then receive a grade of "W" for the course.

Withdrawal from all courses is the same as withdrawing from the University. To withdraw from the University, the student must contact their academic advisor in the Student Success Center in person or in writing on or before the last date of withdrawal as listed on the academic calendar. The recorded date of withdrawal will be the date the academic advisor is notified of the student's intent. The student will then receive a grade of "W" for all courses.

### **Accelerated/Cohort Degree Programs**

In accelerated/cohort degree programs, a student must drop and add courses prior to the beginning of each course. There is no designated Drop/Add period. Students in College of Business and Management accelerated/cohort programs may be able to drop or add courses online. Students in other accelerated/cohort programs must contact their academic advisors in order to drop or add courses. Dropped courses will not appear on a student's academic record.

A student in an accelerated/cohort degree program must process a withdrawal through the college or program department as specified in the college/program student handbook. Students should contact their academic advisor 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 withdrawal. Future courses will receive the designation of a dropped course.

## **ADMINISTRATIVE WITHDRAWAL**

An administrative withdrawal refers to the involuntary withdrawing of students from 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 medical grounds may be found in the Administrative Medical Withdrawal policy below. Further information regarding administrative withdrawal procedures and the appeal process is available to students through their academic advisors.

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.

### **MID-TERM AND FINAL EXAMINATIONS**

In the traditional calendar degree programs, mid-term examinations are administered at the discretion of each instructor. Mid-term grades are available for all traditional calendar undergraduate courses and reflect either an estimated or an actual grade in the course at that time. These evaluations are not part of students' permanent records but are intended to offer students a formal indication of their standing at mid-term.

Final examinations, final projects and/or presentations are required in all courses except student teaching, seminar, and directed or independent study courses.

Requests to change the time for a final exam will be granted only for legitimate reasons. Forms for such requests are available in the department of Academic and Career Advising within the Student Success Center.

## GRADES AND QUALITY POINTS

### General Grade Information

Grades are determined by achievement in coursework, library assignments, course examinations and by fulfilling other criteria set by the instructor. For students taking traditional calendar courses, grades are posted online at the end of each semester. Students in non-traditional programs will have grades posted after completion of each course. The quality of work is indicated as shown below.

A student's cumulative GPA is calculated using only those credits and grades earned at Cardinal Stritch University. The GPA is computed as follows: the credit hours for each course are multiplied 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 grades of "HP" (High Pass), "P" (Pass), "LP" (Low Pass), "W" (Withdrawal), "WU" (Unofficial Withdrawal), "AU" (Audit), "I" (Incomplete) are received.

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 it is not counted toward the GPA. Developmental courses are also not included in the GPA computation, but grades are included on the transcript.

Grade	Quality Points	
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

### Grades in Majors, Minors, Areas of Concentration and Core courses

A "major" course is one that has the major departmental designation (e.g., BU or CA) and is listed in the current undergraduate catalog as a requirement for a specific major.

No grade lower than "C-" will be accepted in a student's major courses, although individual departments may establish a higher minimum grade for the major courses. Courses in a major area include both departmental and auxiliary courses. A course in which a student earns a grade lower than the minimum acceptable grade may be designated as a general elective, unless the specified course is required for the major.

Exceptions to this general policy will be made if the course is the only liberal arts course specified. In that case, a student will be allowed to repeat the course only once. Repeating such courses off-campus can be allowed under extraordinary circumstances and only with the approval of the Registrar in consultation with the major department. If permission is given, the student should be aware that the Stritch grade will remain on record and is calculated in the GPA. Repeating a course off-campus will only fulfill the requirement of the Stritch course. A second unacceptable grade in the major eliminates the student from the major, even if the student raises the grade to the necessary minimum in a repeated course.

A “minor” consists of a number of specified courses determined by each academic department. A student in the general studies Associate degree program may choose an “area of concentration” which requires a minimum of 15 credits in one academic area that offers a major or minor. See individual departmental listings.

No grade lower than “C-” will be accepted in a student’s minor or area of concentration although individual departments may establish a higher minimum grade for such courses. Courses in a minor area or area of concentration include both departmental and auxiliary courses. If a student earns a grade lower than the minimum acceptable grade in a course required for a minor or area of concentration, he/she may repeat the course only once at Stritch. Repeating such courses off campus can be allowed under extraordinary circumstances and only with the approval of the Registrar in consultation with the minor department. If permission is given, the student should be aware that the Stritch grade will remain on record and is calculated in the GPA. Repeating a course off-campus will only fulfill the requirement of the Stritch course. More than one course with an unacceptable grade in the minor or area of concentration eliminates the student from the minor or area of concentration even if the student raises the grade to the necessary minimum in a repeated course.

An “auxiliary” course is one that may be required for the major or minor but does not have the major or minor department designation; (e.g., MT 120 is a required auxiliary course for business majors.) Auxiliary courses are not counted in the number of required major or minor department credits, unless otherwise stated. In general, grades of “C-” and above are accepted in auxiliary courses unless the individual department establishes a higher minimum grade.

The minimum grade accepted for all liberal arts (core) courses is “D.” A higher grade may be required in some programs. If a student earns a grade lower than the minimum grade accepted in a course required for the liberal arts core, he/she may repeat this course only once. Exceptions to this general policy will be made if the course is the only core course specified in a designated area. In this latter case, the student must repeat the course until he/she earns a minimum acceptable grade.

Courses in which a student earns a satisfactory grade (“C-” or better) may not be repeated for credit as a general rule, unless specifically allowed elsewhere in the undergraduate catalog.

### **Grades in Developmental Courses**

Students in any course below the 100 level must pass the course with a grade of “C” or higher; a “C-” does not fulfill this requirement. The grade equivalent must be “C” or higher for a Pass in a pass-fail developmental course. Students may repeat a developmental course only once in order to achieve a “C.” The course must be retaken in the following semester with no withdrawals.

A student who does not achieve a minimum grade of a “C” in a developmental course after two attempts will be dismissed. Registration for any pending courses will be cancelled and any tuition paid will be refunded. Students may appeal the decision to the Executive Vice President for Academic Affairs who may refer the appeal to the Undergraduate Academic Standards Committee. The appeal must be made in writing, no later than 30 days after the dismissal has been mailed to the student. If approved, the student is required to retake the course in the following semester with no withdrawals. (See Academic Policies/Academic Dismissal section of the catalog for further information.)

Note: developmental courses do not count toward the 30 credit residency requirement or the 120 total credits required for graduation.

### **Incompletes**

Students may be granted a grade of Incomplete (“I”) if, through extraordinary circumstances, they are prevented from completing course requirements. The instructor is not required to grant a student an incomplete and will do so only at the explicit request of 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/course. An Incomplete contract must be created between the student and the 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 Records and Registration department.

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. No instructor is to grant an Incomplete unless the student has made this arrangement.

For students in the traditional calendar programs, the last day for removal of an Incomplete is indicated on the academic calendar. Incompletes not removed by the date indicated automatically revert to the grade assigned by the instructor on the Incomplete form. A grade of incomplete which is not removed by the date indicated on the academic calendar will mean a student will not be eligible for the Dean’s List for that semester, even after the Incomplete is finished.

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

## **ADDITIONAL ACADEMIC OPTIONS**

### **Pass-Fail Courses**

Taking a course “pass-fail” offers students in particular programs the opportunity to explore a new subject area, to broaden their interests, or to allow variety in their curriculum without concern for their grade point average.

Sophomores, juniors, and seniors may opt to take one course each semester on a pass-fail basis (with a grade of “P” or “F” recorded) only if the course is used as an elective. Pass-fail courses may not be used to fulfill any requirements in the liberal arts core or in a student’s major, minor, or area of concentration,

To take a course on a pass-fail basis, a student must obtain an application from their academic advisor and return the completed form during the Drop/Add period. Once the request has been submitted, the decision is final; the student may not later choose to take the course for a grade. Furthermore, if the student changes a major, minor, or area of concentration and has previously taken a course as pass-fail that is now required, the course cannot be changed to a graded course. The student would have to work out an acceptable alternative with the appropriate academic department. Pass-fail courses with a grade of “P” recorded do not count toward the semester or cumulative grade point average since no quality points are assigned, however, if a grade of “F” is recorded it can negatively impact the grade point average. Students should be aware that pass-fail courses may prevent them from being eligible for the Dean’s List.

To help ensure the use of consistent grading criteria, instructors should not be aware of the pass-fail status of a student. The Registrar will assign a “P” or “F” grade to the student based upon the final letter grade assigned by the instructor.

### **Directed and Independent Study**

Several departments offer opportunities for student growth in self-motivation and self-education by means of directed study or independent study. A directed study is a self-directed study of an existing course to meet the student’s graduation needs or scheduling conflict. An independent study is highly individualized study that is not addressable through any other course format. Directed and independent studies require the approval of the instructor and department/program chair, and the office of Academic Affairs. Both directed and independent studies require a syllabus that meets University requirements including the credit hour policy. If a student’s directed or independent study is added after the Drop/Add period or will bring the student credit load above 18 credits, it can affect his/her bill and financial aid. For more information on directed or independent study, students should see their academic advisors, who will discuss any financial impact and give them the appropriate forms. Students should then contact the chairperson/major advisor to make arrangements and complete the required paperwork.

### **Auditing**

Auditing allows students to attend courses without being required to take examinations or to complete projects. A grade of “AU” will be recorded on students’ permanent records instead of credit or a letter grade; audited courses do not count toward the semester or cumulative grade point average, graduation, or a degree. An audited course costs 50% of the regular tuition per course.

Students should decide at the time of registration if they intend to audit a course. Student taking traditional calendar courses must elect to take the course for audit prior to the end of the Drop/Add period. Students taking accelerated/cohort courses must make the decision to audit a course before enrolling in it.

Students may change their registration from credit to audit. This change must be done by the last day for withdrawal from the course or the semester. Once students have chosen to audit a course, they may not change to credit status after the Drop/Add period has passed.

## **Internships/Practica/Field Experiences**

### **Definition**

Internships and field experiences are work-related opportunities that allow students to apply classroom learning, theories, and experiences to professional settings, or as defined by special accreditation agencies of the University, e.g., NCATE. An internship must be approved in writing by a representative of Cardinal Stritch University, and provide meaningful learning for the student.

## Purpose

The Internship/Field Experience Program seeks to provide students with an experience that exposes them to a practical learning experience connected to coursework, while providing students with meaningful responsibilities.

## Guidelines

The Internship must:

- be approved by a representative of Cardinal Stritch University in writing
- provide meaningful learning with established learning outcomes that are assessed
- provide at least 42 hours of work, or the equivalency, for one academic credit, per semester
- be administered in an educational environment
- academically benefit the intern
- ensure that the intern works under close staff supervision, which does not displace regular employees at the business/organization, and a Cardinal Stritch University liaison (e.g., faculty member)
- ensure that the intern is not necessarily entitled to a job after the internship
- may be paid or unpaid, but if the internship is paid, the work responsibilities must reflect both the level of pay and learning objectives
- It is the responsibility of the Dean for each College to ensure the internship process has been followed appropriately.

## Notes:

- Internships and field experiences at the University are defined for specific positions and are different than -practica and clinical requirements.
- Implementation of this policy will be 1/1/2013.
- Students need to complete an internship form, which outlines the roles and responsibilities for all parties.
- The internship/field experience must begin in the same term in which the student registers. Students must register before beginning the course.

Students involved in internships, practica or field experiences are responsible for their transportation to and from the site. Distance to be traveled is a consideration in placements, but the type of experience provided must be the deciding factor.

## RESIDENCY POLICY

Cardinal Stritch University, like most universities, seeks to maximize the number of credits students earn here. This ensures that students absorb as much of the University's philosophy as possible by interacting with a large number of faculty and staff, thus creating a distinctive Stritch identity for the student. It is a University requirement that 30 of the last 60 credits earned for a bachelor's degree and 15 of the final 30 credits for an associate's degree be earned at Stritch (residency requirement.)

Developmental courses are not included in this number. Accelerated/cohort degree students will be required to take all of their major courses at Stritch.

A traditional calendar student must have a minimum of 12 credits in courses taken at Stritch in the undergraduate major, including senior seminar and a minimum of six credits in courses taken at Stritch in the undergraduate minor or area of concentration. The courses must be departmental courses, not auxiliary courses. Individual departments may require a higher minimum number of credits. Courses in a minor may be used to fulfill core and elective requirements.

The institution must make available the courses that the student needs to complete his/her degree requirements once he/she has begun a specific program of study. If a student were about to graduate and the University were forced to cancel a required course, permission could be given to take the course elsewhere. **Under ordinary circumstances, once a student has matriculated, he/she may not take courses at other institutions.** Students need explicit permission to take courses at another school and transfer the credits to Stritch. Permission to take courses at another school is granted by the Registrar in consultation with the appropriate department and their academic advisor on the basis of need, but will not be granted because of convenience or tuition. If the course is one required in the student's major sequence, the permission of the department chair is also required. Normally, courses in the student's major are to be taken at Stritch.

## ADDITIONAL MAJORS OR DEGREES

### Double Majors

To achieve a concurrently earned double major, a student must complete the course requirements for both (all) major areas and all core requirements. For students in traditional calendar degree programs, the chairs of the two departments have the

discretion to determine whether the senior seminar needs to be taken in both majors. If one seminar is sufficient, the chairs may determine whether fewer than 34 credits are acceptable in the second major. In no case may the second major be fulfilled with fewer than 30 credits. If some courses fulfill requirements for both majors, they will be counted towards both areas. Students who declare a double major, where both majors are represented in the liberal arts core, may use courses in one of the major areas to satisfy core requirements and vice versa.

## **Two Degrees**

To achieve more than one concurrently earned degree, a student must fulfill course requirements for both (all) degrees and all core requirements. If some courses fulfill requirements for both degrees, those courses will satisfy the requirements in both areas.

## **Completing Additional Major, Minor, or Concentration after Graduation**

Alumni of the University who wish to earn a second bachelor's degree will be considered in-house transfer students. Students will be allowed a maximum of 98 credits toward a second degree. They must fulfill the 30 credit residency and fulfill all core and major requirements as of their entry date.

To earn a second major after graduation from Stritch, students will be considered in-house transfer students. As such, they must complete the 30 credit residency and all core requirements as of their reentry date.

To earn a minor or concentration after graduation from Cardinal Stritch University, students will not be required to complete the 30-credit residency requirement.

## **COURSES FROM OTHER UNIVERSITIES**

### **Transfer Credit Policy**

Transfer students bring a range of learning experiences into their studies at Cardinal Stritch University. The university's transfer policy recognizes the value of these experiences and awards credit as appropriate to the subject matter and educational goals of the student.

Cardinal Stritch University will accept up to 90 credits in transfer, depending on the requirements of the degree/program. The decision to accept transfer credits is made by the specific major departments and the Registrar. Transfer courses do not automatically fulfill core or major requirements of Stritch. Once credits are accepted in transfer at the University, the credits will be applied equally to any college.

The following general guidelines apply to all courses taken at other colleges or universities:

- Credits will not be accepted for any course with an earned grade lower than a "C-." This includes "CD," "Pass/Fail" or "Credit/No Credit." It should be noted that some major academic departments have higher minimum grades required for courses to fulfill a specific requirement.
- Credits will not be accepted for orientation, study skills, pre-college or remedial courses.
- Only credits from regionally accredited schools will be considered for direct transfer. Credits from nationally accredited schools will be assessed per the policy described for extra-institutional learning in the various colleges.
- Credits transfer; grades do not.
- Only grades earned at Cardinal Stritch University will be used to determine a grade point average.
- Proficiency exams and Life Experience/Portfolio awards given at other colleges and universities will not be honored at Stritch.
- Department approval is required for equivalency to Stritch courses—usually by the department chair. General electives do not require departmental approval.

### **Articulation Agreements**

Cardinal Stritch University has developed formal agreements with area two-year schools in which graduates of compatible associate degree programs may apply their credits in or near their entirety to specific Cardinal Stritch University bachelor's degree programs. A list of programs for which articulation agreements have been developed may be accessed on the web at <http://www.stritch.edu/Admissions-and-Financial-Aid/Undergraduate-Admissions/Transfer-Students/Transferring-Credits/Articulation-Agreements/>. Contact the Coordinator of Prior Learning Assessment and Articulation for more information.

## **CREDIT FOR EXTRA-INSTITUTIONAL LEARNING**

Cardinal Stritch University recognizes that learning experiences can occur outside of the traditional classroom setting of sufficient intensity and depth that the awarding of college credit is warranted. There are several programs and methods used to assess such college-level learning and to award credit.

All credits gained through the following programs (excluding study abroad) will be considered “transfer” credits since the learning did not occur at Cardinal Stritch University. Students may earn up to 30 credits in an associate program and 60 credits in a bachelor program through a combination of exams, retroactive credit, military learning and Prior Learning Assessment.

### **Advanced Placement Examinations (AP)**

Advanced Placement Examinations are taken by high school students and demonstrate that college-level knowledge has been gained in a particular academic area. Cardinal Stritch University awards credit for advanced placement test scores of 3 and above in keeping with recommendations from the American Council on Education (ACE). The equivalent course for which credit may be applied is determined by the corresponding academic department. Due to licensure and specialized accreditation requirements, some Stritch programs may require higher scores on specific exams in order to grant credit.

In order for a student to receive University credit for any AP exam, students must request that an original transcript from College Board be sent directly to Cardinal Stritch University. Notations of the exam(s) on a high school transcript are not acceptable.

### **National League for Nursing Examinations (NLN)**

NLN exams are available for nursing majors only and for specific nursing-related courses. Nursing majors may contact the Ruth S. Coleman College of Nursing for further information.

### **College Level Examination Program (CLEP), Excelsior College Examinations, and Defense Activity for Nontraditional Education Support (DANTES)**

CLEP, Excelsior College, and DANTES tests cover material that is typically taught in introductory-level college courses. Through these exams, students can demonstrate acquired college-level learning in a subject area and earn lower-division undergraduate credit. Credits are awarded based on American Council on Education (ACE) recommendations. The equivalent course for which credit may be applied is determined by the corresponding academic department. Due to licensure and specialized accreditation requirements, some Stritch programs may require higher scores on specific exams in order to grant credit. Information on Stritch policies and acceptable scores may be accessed at [www.stritch.edu/cpl](http://www.stritch.edu/cpl) or by contacting the Coordinator of Prior Learning Assessment and Articulation. Credit may only be awarded upon receipt of an official test score report from the corresponding testing program.

### **Departmental Examinations**

Departmental examinations are used by academic departments to verify that sufficient competency and/or proficiency has been achieved in a particular course and for which standardized national tests do not exist. Individual academic departments of the University decide whether or not a specific departmental course can be challenged by exam and set a maximum limit on the number of credits students may earn in their major through these means. Departmental exams exist for a limited number of courses. Students may contact the specific academic department for further information.

### **Courses from Nationally Accredited Schools**

Transfer of credit will not be determined solely on the basis of accreditation. Credits earned from nationally (non-regionally) accredited schools may be eligible for direct transfer if they were earned from a degree-granting school recognized by the Council for Higher Education Accreditation (CHEA) and the U.S Department of Education (DOE), were measured in quarter or semester units, and meet the Cardinal Stritch University grade and content criteria for transferability. Students must have earned these credits prior to enrolling at Stritch. Up to 60 credits may be applied to a bachelor’s degree (30 credits toward an associate degree) from degree-granting, nationally accredited schools. At the time of application, students should have all official transcripts sent to Stritch for evaluation.

### **United States Armed Services Records**

The Military Education Program, working in cooperation with the American Council on Education (ACE) and the Department of Defense, assists service men and women to achieve recognition for college-level learning acquired in military life. The University will evaluate and award credit from the military (Air Force, Coast Guard, Marine Corps, Navy, and Department of Defense) by applying current transfer policy to ACE credit recommendations.



At the time of application, students who are or have been members of an armed services branch should have an official Joint Services Transcript (JST) sent to Stritch for review. Additional support documentation should include Forms DD214, 225, or 259, if applicable. A maximum of 60 of the combined 60 credits allowable for all extra-institutional learning (30 credits toward an associate degree) may be awarded directly from ACE military transcript recommendations.

### **Prior Learning Assessment (PLA)**

Students who have completed significant corporate training programs, earned professional licenses and certificates, or completed other formal learning may have their records evaluated for credit. The Prior Learning Assessment (PLA) portfolio is a presentation of documents that support formal, adult, college-level learning. Cardinal Stritch University evaluators review portfolios and can award credit for college-level theoretical learning shown in the documentation. Students who feel they have mastered college-level theory but cannot document formal training in the portfolio format may present their experiential learning for assessment through learning essays.

A maximum of 18 credits at the associate level and 36 credits at the bachelor's level can be earned through any combination of PLA portfolio and essay awards. Contact the Coordinator of Prior Learning Assessment and Articulation for specific processes, materials, and guidance at [www.stritch.edu/cpl](http://www.stritch.edu/cpl).

### **Study Abroad**

Cardinal Stritch University offers access to many exciting academic and service programs abroad. Information for participating in short-term or semester-long programs can be obtained through the Student Success Center. Students will receive full credit for any courses that are satisfactorily completed while abroad as long as those courses are pre-approved by the appropriate academic departments at Stritch. Contact the Coordinator of International Education and Study Abroad to learn about offerings and procedures.

## **ACADEMIC DIFFICULTIES: WARNING, PROBATION AND DISMISSAL**

A minimum cumulative grade point average (GPA) of 2.0 is required for the successful completion of all undergraduate degrees. Certain degree programs require a grade point higher than 2.0 as noted in the departmental sections. If a student's academic performance becomes unsatisfactory, the department and/or the institution will take disciplinary action.

### **Academic Warning**

When a student's semester grade point average falls below 2.0 but the cumulative grade point average remains above 2.0, the student is placed on Academic Warning. The student will be required to discuss his/her academic status with an academic advisor in the Student Success Center and the department chair, who will make appropriate suggestions to help the student remedy his/her academic difficulty. The student on Academic Warning is subject to the following terms:

1. The student may carry no more than 15 credits per semester
2. The student must meet with his/her academic advisor prior to registering for classes.

### **Academic Probation**

When a student's cumulative grade point average falls below 2.0, he/she is placed on Academic Probation. Academic Probation will be noted on the student's transcript, as will removal from probation. A student on Academic Probation is subject to the following terms:

1. The student may carry no more than 13 credits per semester.
2. The student must meet with his/her academic advisor prior to registering for classes.
3. The student is not eligible to participate in major extracurricular activities, such as intercollegiate sports, student government, or theatrical productions. However, a student on academic probation may be permitted restricted participation in extracurricular activities by mutual consent of the department chair or Executive Vice President for Academic Affairs and the Senior Director of Student Success. In such cases, an academic performance contract is written and presented by the Senior Director of Student Success and must be strictly adhered to by the student.

Academic Probation standards for students in the College of Business and Management accelerated/cohort degree programs are included in the College of Business and Management Student Handbook.

If a student leaves the institution for a semester or more after being placed on Academic Probation, he/she will return on Academic Probation.

## Academic Dismissal

A student will be subject to Academic Dismissal from the University under the following conditions (based on credits attempted at Stritch):

1. The student receives at least three failing grades ("F" and/or "WF") in one grading period or two consecutive grading periods, including fall semester, spring semester and summer session.
2. The student's cumulative grade point average falls below 2.0 for two consecutive semesters, excluding the summer sessions. This policy is intended to benefit the student who does satisfactory work in the summer session, but is not able to bring up the cumulative grade point average to 2.0 in the summer session by itself.
3. The student is on probation and withdraws or leaves the institution for a semester or more, and the cumulative grade point average remains below 2.0 in the semester in which the student returns.
4. The student is on probation and the cumulative grade point average falls below 2.0 in the next semester, excluding the summer session.
5. The student does not achieve a minimum grade of "C" in a developmental course below the 100 level after two attempts.
6. The student who is granted conditional or probationary admission and does not fulfill the conditions or academic criteria required by their admission status.
7. The student who is in an accelerated/cohort degree program in the College of Business and Management who receive three failing grades ("F" and/or "WF").

A student who has been dismissed from the University has the right to appeal for reinstatement. This appeal must be made in writing to the Executive Vice President for Academic Affairs no later than 30 days after the letter of dismissal has been mailed to the student. The Executive Vice President for Academic Affairs may refer appeals to the Undergraduate Academic Standards Committee. The student is strongly urged to appear in person before the Academic 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 matters of Academic Dismissal, the decision of the committee is final.

Students who have been readmitted to the University after receiving a grade of "C" in a developmental course after two attempts must retake the course in the semester in which they return, with no withdrawals.

## ACADEMIC GRIEVANCES

If a student feels 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 posted. If the grievance is not settled with the instructor, the student should take the complaint in writing to the appropriate Department/Program Chair, and Associate Dean where applicable, no later than 10 days after receiving the instructor's written decision.\* The Department/Program Chair and Associate Dean will inform and consult the College Dean on all academic grievance matters. If the matter is not settled at the college level, the student may bring a final appeal 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 written decision of college. The Executive Vice President for Academic Affairs may refer grade appeals to the appropriate Academic Standards Committee. \*In the College of Business and Management evening cohort programs, students shall notify their Academic Advisor for assistance.

In appeals for the change of a course 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 Undergraduate Academic Standards Committee does not have the authority to change a course grade, but may recommend that the instructor reevaluate the situation. The committee's recommendation is forwarded in writing to the Executive Vice President for Academic Affairs, who informs the student and Department/Program Chair, and Associate Dean where applicable, of the department/college in which the course was taken.

A student eliminated from the major, minor, or area of concentration for unacceptable grades may petition the department for readmission 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 outcome 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 violations 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 designee 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 of the course.

The faculty member will then submit in writing a description of the violation and the action taken against the student to the following parties: 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 Executive Vice President for Academic Affairs. 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 Undergraduate Academic 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 Undergraduate 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 Undergraduate 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

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.

## GRADUATION REQUIREMENTS

Policies governing graduation requirements cannot be changed once a student has matriculated into a program. Graduation requirements are the final set of conditions which a student must meet in order to graduate from the University.

A student is a candidate for an associate degree when he/she has:

- Earned a minimum of 60 semester hours of credit and a cumulative grade point average of at least 2.0 in courses taken at Cardinal Stritch University (nursing students must have a cumulative grade point average of 2.25 in courses taken at Cardinal Stritch University);
- Fulfilled the minimum general education requirements;
- Fulfilled the requirements of his/her respective course sequence;
- Attended and earned the last 15 non-developmental credits at Cardinal Stritch University during his/her sophomore year;
- Recommended by faculty vote;
- Met all student responsibilities for the University outcomes assessment program; and
- Applied for diploma

A student is a candidate for a bachelor's degree when he/she has:

- Earned a minimum of 120 semester hours of credit with a cumulative grade point average of at least 2.0 in courses taken at Cardinal Stritch University (nursing students must have a cumulative grade point average of 2.25 in courses taken at Cardinal Stritch University.);
- Fulfilled the minimum general education (core) requirements;
- Fulfilled the course requirements of the major department;
- Successfully completed his/her Senior Culminating Experience;
- Fulfilled the Franciscan Core requirements (as required by his/her degree);
- Attended and earned the last 30 non-developmental credits at Cardinal Stritch University during his/her senior year for traditional calendar programs; students in cohort programs are required to complete all major courses at Stritch;
- Recommended by faculty vote;
- Met all student responsibilities for the University outcomes assessment program; and
- Applied for diploma

## 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.

## PARTICIPATION IN COMMENCEMENT

Students must complete all graduation requirements (as listed above) and meet all financial obligations to the University in order to participate in commencement ceremonies. Any student not having met all graduation requirements, but still wishing to participate in commencement, must meet the following conditions:

- Associate's degree students may have no more than 3 credits to complete. Bachelor's degree students may have no more than 6 credits to complete.



- Have met all financial obligations to the University.
- Complete a “Request for Permission to Participate in Commencement Only” form.
- Obtain signed approval from the appropriate Department/Program Chair, or Associate Dean where applicable, the Business Office and the Executive Vice President for Academic Affairs.
- File an “Application for Diploma” for the next degree granting date to fulfill graduation requirements. Note: if approval is granted, it is for permission to walk across the stage at commencement, not the conference of a degree.

### **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.

## **ACADEMIC HONORS**

### **Graduation Honors**

There are three grades of honors conferred at graduation for students who have earned at least 61 credits at Cardinal Stritch University in a bachelor’s program: Cum Laude (with distinction), Magna Cum Laude (with great distinction) and Summa Cum Laude (with highest distinction). To be eligible for these honors, the student must have attained a cumulative grade point average of at least 3.5, 3.7 and 3.9 respectively.

The honor of Academic Distinction will be conferred at graduation for students who have earned from 42 up to and including 60 credits at Cardinal Stritch University in a bachelor’s program and have attained a cumulative grade point average of at least 3.5.

### **Dean’s List**

The Dean’s List is made up of those students who have attained a grade point average of 3.5 or higher in any semester. To be eligible, a student must have carried at least 15 credit hours taken in a semester for letter grades, not Pass-Fail, with no “D”s, “I”s, “WF”s or “F”s. Only students in traditional calendar degree programs will be considered for eligibility for the Dean’s List.

Graduation Honors and Dean’s List status will be noted on the transcripts.

### **Honor Societies**

Several honor societies have chapters on the University campus. Students of high scholastic achievement may be inducted into these societies if they meet the requirements.

*Alpha Mu Gamma* is the national foreign language honor society. Eligible students must have a minimum average of 3.2 in the language and must have taken at least three semesters of the language. Students are eligible for membership in the Beta Chi local chapter with the approval of the National Office and the Foreign Language Department.

*Alpha Psi Omega* is a national dramatic honor society that stimulates interest in the theater activities of the University and rewards students for outstanding effort and achievement in theater.

*Delta Epsilon Sigma* is a national scholastic honor society. Membership is determined on the basis of superior scholarship. Juniors and seniors may be nominated by the local Beta Nu chapter.

*Delta Mu Delta* is a national honor society in business administration for undergraduate and graduate business students. The College of Business and Management chapter is Kappa Alpha. Criteria for invitation include an academic standing in the top 20%. The Greek letters in the society’s name signify its motto: Through Knowledge, Power - the power to manage creatively for social and economic good. The Delta Mu Delta honor cord and key symbolize the highest national recognition that a business student can achieve.

*Kappa Gamma Pi* is a national post-graduate and service honor society with membership determined on the basis of potential for leadership and a high scholastic record, Students nominated to this society must have completed seven semesters, with a cumulative GPA of 3.5, and have demonstrated qualities of leadership. One-tenth of the graduates may be recommended by vote of the University faculty.

*Phi Alpha Theta* is national honor society in history, whose mission is to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians. Eligible students must have junior standing, a minimum of 12 credit hours in history, a 3.1 GPA in history course work, and a cumulative GPA of 3.0.

*Phi Epsilon Kappa* is a national fraternal organization for professionals with an interest in sport management, dedicated to educational purposes, to advance research, publish periodicals and exchange information globally to advance the profession. Membership is offered to sport management undergraduate students who have completed 36 credits, with 12 of those credits from Sport Management courses and a cumulative GPA of 3.25. Graduate students must have nine completed credits with a cumulative 3.75 GPA.

*Pi Sigma Alpha* is a national political science honor society, the only such one for college and University students of government in the United States. There are now more than 658 chapters of Pi Sigma Alpha on college and University campuses in every state of the United States and in Guam. Members of Pi Sigma Alpha are political science majors who are juniors and seniors with a minimum 3.0 GPA.

*Psi Chi* is the national honor society in psychology. Membership is open to majors and minors in psychology who rank in the upper 35% of their class in general scholarship, and have demonstrated superior scholarship in psychology, earning an average grade of 3.3 or better in psychology courses.

*Sigma Tau Delta* is an international honor society in English, open to English majors and minors who have completed 36 hours of course work and have maintained a 3.0 GPA in English and a 3.33 cumulative GPA.

*Sigma Theta Tau International* is a nursing honor society developed to create a global community of nurses who lead in using knowledge, scholarship, service, and learning to improve the health of the world's people. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, progress in completing their respective program requirements and cumulative GPA. Nurses with a minimum of a bachelor's degree can be invited to join as community Leaders based on exceptional achievements in nursing.

*Tau Nu Chi* or "Young Christian Artists" is an art honor society whose membership is open to art students with a cumulative grade point average of 3.5 or more in art courses over a four-year program.

*Theta Alpha Kappa* is a national religious studies honor society to further the study of religion and theology at the graduate and undergraduate levels. Eligible students must have a minimum grade point average of 3.5 in religious studies courses.

# 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 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. 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 ensure 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 a photograph.**

Students have the right to inform the University that any or all of the above 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 and submit it to the department of Records and Registration. 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 (August 1-July 31).

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](http://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](http://www.stritch.edu/catalogs))
- Grade appeals (Undergraduate or Graduate Catalog: Academic Policies-Academic Grievances) ([www.stritch.edu/catalogs](http://www.stritch.edu/catalogs))
- Appeal of academic dismissal from university (Undergraduate or Graduate Catalog: Academic Policies-Academic Dismissal) ([www.stritch.edu/catalogs](http://www.stritch.edu/catalogs))

- Appeal of Plagiarism findings (Undergraduate or Graduate Catalog: Academic Policies-Academic Integrity) ([www.stritch.edu/catalogs](http://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](http://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/](http://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/](http://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/](http://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/](http://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](http://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/](http://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](http://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](http://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](http://www.stritch.edu/admissions-and-financial-aid/request-information))

### Ethics/Treatment of Self and Others

- Harassment ([www.stritch.edu/campussafety/anti-harassmentpolicy](http://www.stritch.edu/campussafety/anti-harassmentpolicy))
- Disability accommodation or grievance ([www.stritch.edu/studentlife/campussafety/disabilitypolicies](http://www.stritch.edu/studentlife/campussafety/disabilitypolicies))
- Sexual abuse/assault ([www.stritch.edu/campussafety/anti-harassmentpolicy](http://www.stritch.edu/campussafety/anti-harassmentpolicy))
- Whistleblower's policy ([my.stritch.edu/business\\_office\\_documents.jnz](http://my.stritch.edu/business_office_documents.jnz))
- Veteran's benefits ([veteransupport@stritch.edu](mailto: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/](http://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/](http://www.stritch.edu/student-life/dean-of-students/contact-the-dean-of-students-office/))
- **Student Life Appeals, Grievances, and Concerns**
- 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/](http://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/](http://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](http://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](mailto: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](mailto: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](http://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 an 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 facilitates 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](http://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](http://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](http://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 (FFFT) 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](http://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 Leadership 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.stitch.edu/leadershipcenter](http://www.stitch.edu/leadershipcenter) for more information.

# ACADEMIC SUPPORT COURSES (ASC)

The department of Student Support within the Student Success Center offers developmental classes to assist students in building their basic skills. Students who need or wish to develop these skills can take one or more of the following classes.

Courses below 100-level do not carry University credit.

## **ASC 010 College Study Strategies**

**(3 Cr.)**

This is a comprehensive study strategies class that covers a wide scope of study techniques from note-taking and test-taking to memory techniques. The curriculum utilizes practical application, group dynamics and lecture to enhance learning. Although assessed for three credits, this course does not carry University credit.

## **ASC 012 College Reading**

**(3 Cr.)**

This course provides help in expanding reading comprehension. Students learn to increase their reading at an interpretive level through practice and activities which include group interaction, reading, writing, and oral assignments. Although assessed for three credits, this course does not carry University credit.

## **ASC 014 Applied Study Strategies**

**(1 Cr.)**

This is a continuation of ASC 010 College Study Strategies. The focus of this class is applying and transferring the strategies learned in ASC 010 to content area classes. Activities and tutoring facilitate student application of strategies. Designated for CAP students only. Although assessed for one credit, this course does not carry University credit.

## **ASC 015 Practical Learning Strategies**

**(1 Cr.)**

The focus of this class is applying study and learning strategies to content area classes. Tutoring facilitates student application of strategies. Although assessed for one credit, this course does not carry University credit.

## **ASC 101 Critical Thinking and Learning**

**(3 Cr.)**

This course is designed to foster clear and logical critical thinking skills. An integral part of the course will be concerned with applying critical thinking skills to academic and social situations. Students will be provided with the method for identifying and evaluating any piece of reasoning they might be given. Case studies, presentations, group work, reflections and projects will help students develop and reflect on their ability to think critically. This course is open to all students. Prerequisite: Required based on placement test.

# **COLLEGE OF ARTS AND SCIENCES**

## **Mission**

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.

# COMMUNICATION ARTS (CA)

Communication Arts at Cardinal Stritch University provides a wide variety of career preparation opportunities, all offered within the broader context of the liberal arts. A communication degree has no boundaries. It translates to multiple work environments with its foundations in interpersonal, small group, persuasive, oral, visual and written communication. Students gain key skills and theory related to corporate, consumer, and mediated communication settings. Within the major, students may also choose to specialize their degree work in broadcast/media, integrated marketing communications, interpersonal communications, or organizational communication. Throughout the degree program, students build a diversified portfolio demonstrating oral and written strengths, as well as problem-solving, conflict resolution, leadership, and cross-cultural understanding.

Internships for credit are available in all of the major programs at Stritch and they provide a unique opportunity for the student to interact with professionals in the work environment. A major in communication arts will allow the student to develop the skills necessary to communicate with a variety of audiences in a variety of settings. Career options include entry-level positions in public relations, mass media, business and industrial communications, advertising and public service. Many of our graduates continue their education in graduate or law school.

## MAJOR AND MINOR REQUIREMENTS

### **Communication Major:** 39 Credits

Required courses for major: CA 108, 210, 252, 260, 301, 401 and 406, and a minimum of 18 credits from CA course offerings and/or selected art course offerings. A maximum of one CA 403 internship credits can be counted toward the 39-credit requirement. No grade lower than a "B-" will be accepted for CA 101, and for all other major courses, a grade of "C" or higher must be achieved.

### **Communication Minor:** 24 credits

Required courses for minor: CA 108, 210, 252, 406 and nine elective credits in CA. One writing course selected from CA 209, 311, 318 or BU 228 is strongly recommended.

## COURSE DESCRIPTIONS

### **CA 101 Fundamentals of Oral Communication**

(3 Cr.)

This is an introduction to the theories, principles, and methods of oral communication with emphasis on the skills necessary for preparing and presenting demonstration, informative, persuasive, and special occasion speeches.

### **CA 108 Introduction to Interpersonal Communication**

(3 Cr.)

This course provides theoretical frameworks and strategies used within interpersonal communication to analyze various communication situations. Students learn effective ways both to provide and receive information in ways that promote healthy relationships. Topic areas include language choices, gender, culture, conflict, friendships, family and marriage, nonverbals, and persuasion.

### **CA 206 Interviewing Techniques**

(3 Cr.)

A practical course in which students learn to approach all types of interviewing situations as well as design and assess interview questions and structures. Included are interviews for recruiting, employment, performance, research, journalism, and persuasion.

### **CA 207 Interpersonal and Group Communication for Early Childhood Educators**

(3 Cr.)

Students gain an overview of the various areas encompassed by interpersonal and group communication, especially in the context of early childhood education. This course provides a theoretical framework to analyze various communication situations. Problems in interpersonal and group communication are examined to determine effective methods of resolution. Topic areas include language choices, gender, culture, perception checking, friendships, family and marriage, nonverbal communication, persuasion, conflict, teambuilding and leadership. Corequisite: ECUE 211, MT 104.

### **CA 209 Online Newswriting: WolfPrint Online**



**(3 Cr.)**

An introduction to the fundamentals of online journalism in which students learn to uncover stories, identify and interview sources, gather information, write leads and edit for style and grammar. Students will write stories for the campus online newspaper and in-class case studies that meet professional standards in areas such as crime/court reporting, news conferences, and disasters. Students will also identify appropriate online support tools to enhance their stories, including photos, videos and external links. Ethical dimensions of online journalism will also be explored.

**CA 210 Group Communication****(3 Cr.)**

This is an overview of the characteristics and techniques of effective group interaction and leadership. Topics include stages of group development, emerging roles, status/power, conflict, hosting effective meetings, and problem-solving techniques. Students work in groups on a shared task.

**CA 211 Oral Communication for Early Childhood Education****(3 Cr.)**

Students will learn to present informative and persuasive speeches while gaining knowledge about the relationships between audiences and speakers, methods of organization, and methods of argumentation. The end product, the speech, will come from much preparation. Research, organization, application of theories, and practice must occur before the actual performance of the speech. The course emphasizes preparation for the Early Childhood classroom and community interaction related to Early Childhood programs. Corequisite: ECUE 411, HS 126.

**CA 221 Audio Storytelling****(3 Cr.)**

This course emphasizes the use of sound and broadcast style writing to tell powerful stories, convey information, and evoke emotion. Students learn to write, edit and produce various styles of stories, including features, news stories, and public service announcements. Constitutional and ethical issues are discussed. This course involves practical application through the reporting and technical production of audio stories. This course requires students to work on stories outside of class time and to meet strict deadlines. Students learn to use state-of-the-art audio equipment and MAC-based editing software.

**CA 228 Introduction to Public Relations****(3 Cr.)**

This is an introduction to the field of public relations and a study of how PR works with stakeholders inside and outside of the organization. Students study the specialty subfields, history, legal and ethical issues of PR. Students also learn to write basic PR documents.

**CA 240 In-Country Cultural Training****(1 - 3 Cr.)**

This is an introduction to cultural differences between the United States and the particular foreign country being studied. The course includes in-depth, on-site (when possible) study of the values and customs of the foreign country. Intercultural communication techniques are taught to enhance intercultural exchanges. This is appropriate for anyone who will be interacting with people from another culture, and is particularly applicable to International Business students.

**CA 243 Gender and Communication****(3 Cr.)**

This course explores the similarities and differences between masculine and feminine communication styles and how these affect communication in a variety of interpersonal contexts including friendships, romantic relationships and the workplace. Students gain an understanding of the role gender plays in their communication and interpersonal relationships and an ability to use this knowledge to increase their communication competence.

**CA 244 Family Communication****(3 Cr.)**

This course is an examination of the theories and principles of the dynamics of communication within a variety of family contexts. Topics such as courtship, marital reality, change and growth, and rules and roles are explored.

**CA 245 Nonverbal Communication****(3 Cr.)**

This is an introduction to the theories, concepts and research that attempts to explain the various functions of nonverbal communication as well as the powerful role it performs in the interpersonal communication process. Students learn how to assess their own nonverbals and utilize nonverbals to build communication competence.

**CA 246 Leadership and Communication**

**(3 Cr.)**

The leaders of tomorrow need diverse organizational and interpersonal skills to motivate and empower those who follow them. This course introduces theory and strategies to effectively lead others, including setting priorities, creating effective teams, leading in crisis, and developing people. Students also will examine what kind of leader they are and can be in their communities and workplaces.

**CA 247 Conflict Management****(3 Cr.)**

This course provides an introduction to the theories and concepts used to analyze interpersonal conflict situations that occur within friendships, the family, the workplace, and the community. Students gain an understanding of the functions and potential benefits of conflict in interpersonal situations, as well as their own conflict management style. Students develop a repertoire of style, strategy, and tactic options for conflict situations.

**CA 252 Persuasive Communication****(3 Cr.)**

This course provides an analysis of the theory and techniques of persuasion as they relate to individual attitude change and to various social movements. The course includes an exploration of psychological, logical, and cultural premises, as well as ways to write and design persuasive campaign pieces. Basic advertising theory also is introduced, along with ethical dimensions of persuasion, in general.

**CA 260 Applied Communication Research****(3 Cr.)**

Students explore a variety of research methodologies and apply and practice research procedures to become more critical consumers of research. Understanding research methods helps students gain knowledge of the communication discipline and will open professional paths by exposure to inquiry, investigation, analysis, data collection, and data interpretation.

**CA 270 Social Media and Society****(3 Cr.)**

This is an introductory course to uncover how society uses social media to communicate with each other. The course begins with an examination of communication theory about social media and the tools of social media, and then moves to a focus on how society sees social media, what research demonstrates about the communication nature of social media, and what makes for effective and ethical social media usage. Prerequisite: Sophomore standing.

**CA 301 Advanced Public Speaking****(3 Cr.)**

Students gain a higher level of expertise in public speaking than in the CA 101 course by developing advanced skills of persuasion, narrative, language usage, and an ability to handle difficult speaking situations. Advanced speaking skills are taught through extensive speaking and criticism. Prerequisite: CA 101, sophomore standing.

**CA 310 Argumentation and Debate****(3 Cr.)**

Students explore a variety of approaches to argumentation in several contexts, including science, religion, business, government, and politics. Students have the opportunity to apply and practice reasoned decision making both orally and in writing. Prerequisite: Sophomore standing, CA 101.

**CA 317 Mass Media and Society****(3 Cr.)**

This is an introduction to mass media, including print, electronic and film. Students study the media as business, and how students shape and are shaped by economics and technology. Students explore how the mass media affects people on an individual, societal, and cultural level and discuss myriad ethical issues surrounding the media today.

**CA 318 Video Storytelling****(3 Cr.)**

Students will learn the various ways to tell video news and feature stories for television and web formats. Emphasis is placed on the visual (video) as well as the written message. Ethical and legal news issues are discussed and applied to student writing. Students will learn the basics of how to conceptualize, produce, shoot, write, and edit their stories, using state-of-the-art digital cameras and MAC-based video editing software. This course involves hands-on application that requires strong organizational and planning skills in order to meet strict deadlines. Prerequisite: CA 221 or instructor consent.

**CA 328 Public Relations Strategies**

**(3 Cr.)**

This course includes practical application of public relations principles and techniques employed in the design and planning of public relations campaigns and case analyses. The course explores fundamental campaign elements including audience analysis and adaptation, persuasion, group problem solving, research, written and oral skills, and ethical and legal applications of public relations campaigns. Prerequisite: CA 228.

**CA 331 Intercultural Communication****(3 Cr.)**

This course provides a foundation for understanding the many components of culture and how these affect patterns of communication and interpersonal relationships. Special focus is given to determining when misunderstandings occur and learning ways to improve interpersonal communication effectiveness in an intercultural context. Students select and even design their major project which may take the form of a traditional research paper/project, a service-learning experience, or a self-designed project which meets the student's unique needs and interests.

**CA 340 Communicating at Work****(3 Cr.)**

Students study the role communication plays in today's organizations in both theoretical and practical contexts. The class especially explores key communication activities at work, including e-mails, voicemails, diverse letter formats, proposals, PowerPoint presentations, and interpersonal relationships. Emphasis is on effective writing styles.

**CA 347 Mediation****(3 Cr.)**

This course examines mediation techniques as means of resolving conflicts in various settings. It introduces the theory of mediation, a balanced model of mediation, and introductory mediator skills. Students will learn other, more specialized models of mediation, restorative justice techniques, and advanced mediator skills. Prerequisite: Sophomore standing.

**CA 350 Training and Development****(3 Cr.)**

This is a hands-on course in which students will learn and demonstrate the knowledge and skills necessary to design, implement, and evaluate training programs for diverse groups. Emphasis is on adult learning theory and active training design. By designing an actual training program, students will learn to conduct needs assessments, craft and facilitate meaningful learning experiences, and measure impact. Prerequisite: Sophomore standing.

**CA 360 Fundraising and Grantwriting****(3 Cr.)**

Nonprofits face stiff competition in capturing limited funding from both public and private sectors. This class explores key fundraising theory and strategies, including major gifts, annual campaigns, and special events. Students also learn how to write grant applications that lead to funding with emphasis on identifying meaningful outcomes, conducting needs analyses, describing program delivery, and evaluating program impact. Prerequisite: CA 252.

**CA 401 Senior Seminar: Communication****(3 Cr.)**

This course is the culmination of the student's undergraduate study in communication. Under faculty guidance, the student explores a subfield of communication in great depth. Students design and complete a major project which is presented in a public forum. Prerequisite: CA 406 and junior standing.

**CA 403 Internship: Off-Campus****(1 - 3 Cr.)**

Internship off campus

**CA 406 Communication Theory****(3 Cr.)**

This is an examination of the sources of communication theory and its application in today's society. Students explore communication from a number of perspectives and use these perspectives and theories to describe, predict, analyze and evaluate human behavior. Prerequisite: CA 108, CA 210, and CA 252.

# ENGLISH and WRITING (EN)

The English and Writing Department believes in the importance of critical thinking, reading, and writing as a means of understanding the past and present and thinking wisely about the future. We believe that the imaginative exercise of reading and writing instills appreciation for beauty, connects us to the Franciscan tradition, and models lifelong learning for each other and for our students. The study of literature further enables students to expand their horizons, to understand the universals of the human condition, and to deepen their awareness of human nature in all its diversity.

## MAJOR AND MINOR REQUIREMENTS

English and Writing program requirements apply to all students who have declared a major or minor fall 2012 or later.

A minimum of a “C” (2.0) is required for each course in the English or Writing major or minor. A student earning a grade lower than the minimum acceptable grade in any course in the major or minor may repeat the course only once at Strich. A student who receives a second unsatisfactory grade in any course in the major or minor will be dismissed from the major or minor field.

An English or Writing major or minor may only take a maximum of six OCICU credits in the major.

**English Major:** 36 credits (exclusive of EN 101 and 102)

### Tracks in English:

English  
Secondary teaching  
Pre-law  
English minor  
Minor for elementary teachers  
Minor for secondary teachers

Required courses for major: EN 208 or 228, 303, 305, 306, 325, 330; 333 or 343; 335, 340, 402, and 412 and one elective EN course at the 200-level or above.

Additional requirements for secondary teachers: EN 207, 317, RLA 345.

### Pre-Law English Track

Required courses: EN 228, 303, 325, 412, and nine credits of 200-level or above English electives; CA 252, PL 355, SC 201 or SC 225, PS 308, EN 317.

**Non-teaching English Minor:** 24 credits

Required courses for minor: EN 208 or 228; 305 or 306; 325, 330 or 335; 333 or 343; and three elective EN courses at 200-level or above.

**Secondary Teaching Minor:** 27 credits and RLA 345

Required courses for minor: EN 150, 207, 317, 305 or 306; 327, 328 or 329; 333 or 343, and RLA 345.

**Elementary Teaching Minor:** 24 credits

Required courses for minor: EN 150, 207, 208, 317, 303, 305 or 306, 325; 333 or 343.

**Writing Major:** 36 credits (exclusive of EN 101, 102 and 150)

Required courses for major: EN 208, 315, 316, 317, 333, 412, 415; one of the following EN 228, 315, 316, 317, 318 (EN 315, 316, 317 may be repeated for credit); at least one of the following EN 304, 305, 325, 330, 335; at least one of the following EN 303, 306, 340, 343; at least one other 200-level or above literature class EN 205, 211, 213, 214, 215, 216, 218, 219, 220, 303, 304, 305, 306, 325, 330, 335, 340, 343; and three credits from EN 403 or EN 400 internships (1-3 credits).

**Writing Minor:** 24 Credits (exclusive of EN 101, 102 and 150)

Required courses for minor: EN 208, 315, 316, 317, 415; at least one of the following: EN 403 (to be taken for no more than 3 credits total) or EN 400 (1-3 credits); and at least two elective courses (6 credits) of the following EN 205, 211, 213, 214, 215, 216, 218, 219, 220, 228, 303, 304, 305, 306, 325, 330, 333, 335, 340, 343, 412.

## **COURSE DESCRIPTIONS**

### **EN 010 Basic Grammar and Composition**

**(3 Cr.)**

A one-semester course providing a study of and practice in the mechanics of English, methods of improving reading and thinking skills, and an introduction to expository writing. The course will prepare students for EN 101. Writing is judged according to standard English. Although assessed for three credits, this course does not carry University credit.

### **EN 101 Written Communication I**

**(3 Cr.)**

The course is the first part of a two-part sequence. The course provides study and practice in rhetoric and essay writing, emphasizing writing as a process of invention, drafting, revising and editing. The main goal of the course is to encourage good habits of writing for students' lives in and out of college. Effective reading strategies and critical thinking skills are also key components of the course. Standard English is required. (In order to receive CLEP credit for EN 101, students must achieve a normed "B" on the CLEP exam.)

### **EN 102 Written Communication II**

**(3 Cr.)**

This course is the second part of a two-part sequence. The course will build on the writing, reading and critical thinking skills begun in EN 101. Students also will study and practice primary and/or secondary research, incorporating the results of the research into their papers. Standard English is required. No CLEP or AP credit will be given for EN 102. Prerequisite: EN 101.

### **EN 150 Introduction to Literature**

**(3 Cr.)**

This is an introduction to the techniques of analyzing primarily fiction, poetry and drama; the nature of interpretation; and the connections between literature and the human condition. The course involves writing about literature and increasing one's enjoyment of reading. Prerequisite: EN 102.

### **EN 200 Autobiography and Life Stories: Reading, Responding, Writing**

**(3 Cr.)**

Students engage collaboratively with each other and various authors in a "critical community," working toward enlightenment of self through writing and interpreting autobiography. Corequisite: ECUE 200, ECUE 201, ECUE 301.

### **EN 201 Configurations of Families**

**(3 Cr.)**

This course examines the ways in which literature reflects human relationships, which in turn allows students to reflect on their own culturally-shaped conceptions of love and family. Content and pedagogy will be integrated by providing students with an opportunity to develop and use literary analysis as a means of understanding culture and connecting to literature. Corequisite: ECUE 291, EDUC 398, MT 105.

### **EN 205 Selected Topics**

**(3 Cr.)**

A study of a specific theme, category, or historical period of literature. Prerequisite: EN 150.

### **EN 207 Linguistics and Writing**

**(3 Cr.)**

This course provides students with an understanding of linguistics to underpin the teaching of writing and language arts. The course encompasses introductory elements of linguistics, such as the history of the English language, syntax, language acquisition, dialects, and bilingualism, and emphasizes the pedagogical application of these concepts. Additionally, the course prepares students to teach basic writing skills, such as grammar and sentence structure, to beginning writers. Prerequisite: EN 101.

### **EN 208 Creative Writing**

**(3 Cr.)**

This course offers students practice in writing and revising fiction, poetry, and creative non-fiction. It helps students understand the vital connection between reading and writing. It also provides strategies for teaching creative writing for pre-service English teachers. Prerequisite: EN 150.

**EN 211 Ethnicity in American Literature****(3 Cr.)**

This is a study of American writers of diverse ethnic backgrounds (including, but not limited to, Native, African, Asian, Hispanic and European Americans) and of how ethnicity plays a role in the themes, structures, and genres of literature. Various historical periods may be considered. Aesthetic, historical, cultural, and gender issues will be explored. Prerequisite: EN 150.

**EN 213 African-American Literature****(3 Cr.)**

This course includes a sampling of autobiographies, poetry, fiction, and drama written by African Americans, with some emphasis on the Harlem Literary Renaissance and its effect on contemporary writers. Prerequisite: EN 150.

**EN 214 Science Fiction and Fantasy Literature****(3 Cr.)**

This course explores science-fiction and/or fantasy literature from various periods and countries. The readings may explore issues such as utopias, alternate worlds, environmentalism, and gender roles, among others. Prerequisite: EN 150.

**EN 215 Irish Literature****(3 Cr.)**

This course will focus on and illuminate the extraordinary voices of Irish writers from 1900 to the present. Assigned readings will analyze and celebrate writers of genius and courage. The course includes an optional seven-day trip to Ireland. Prerequisite: EN 150.

**EN 216 The Graphic Novel as Literature****(3 Cr.)**

This course will examine various forms of graphic storytelling, ranging from tapestries to children's book illustrations. Students will also consider some of the groundbreaking work that helped to define comic books as a medium in the early part of the 20th century. The central focus of the course, however, will be on one important and relatively recent strand of graphic storytelling—the graphic novel. Ultimately, students' explorations will center upon the relationship between form and content in each graphic novel, and the way in which each text raises larger questions about the nature and limits of representation. Prerequisite: EN 150 or instructor consent.

**EN 218 Religion and Literature****(3 Cr.)**

This course gives students the opportunity to study multiple religious themes as they are expressed and dramatized in literature. Themes and assigned works vary from year to year; however, at least one work that is by or about St. Francis of Assisi is included in each class. Please contact the English and Writing Department for a description of the course during a particular year. Prerequisite: EN 150.

**EN 219 Reading Film****(3 Cr.)**

Reading Film introduces students to filmmaking, film narrative, film form, and film technique. Focusing on English-language narrative film, the course teaches students about major directors and films, genres of film, and film analysis. Prerequisite: EN 150.

**EN 220 Literature and the Environment****(3 Cr.)**

This course introduces students to literary and critical texts that examine the relationship between humankind and the natural world. The course addresses humankind's ever-changing ideas surrounding nature, such as notions of wilderness, the frontier, pastoralism, and environmental activism. The course reading list primarily represents texts from the 19th century to the present day and covers a range of genres, including fiction, poetry, nonfiction and film. The goal of this course is to provoke deeper insight into the intersection of nature and culture and nuanced discussion of how students view themselves in relation to their environments as time progresses through the 21st century. Prerequisite: EN 150 or instructor consent.

**EN 228 Business Writing****(3 Cr.)**

This course will stress the rhetoric of business writing and focus not only on the writing of reports, letters, memos, summaries, and proposals but also on the use of oral reports and research related to the student's major interest. This course is also listed under BU 228. Prerequisite: EN 102.

**EN 303 Studies in Non-Western Literature****(3 Cr.)**

This course introduces students to the literature of Africa, Asia, the Middle East, the Subcontinent and Latin America. Students will consider aesthetic, social, and historical issues with each work. Themes and assigned works will vary from year to year, e.g., Post-

Colonial literature. Please check with the English and Writing Department for a particular semester's course description. Prerequisite: EN 150.

### **EN 304 Studies in Western Literature**

**(3 Cr.)**

This course introduces students to the poetry, drama, and fiction of Europe. Topics for study might include classics of Western Civilization, 20th-Century works by non-English European writers, literature produced by the European colonies, or the literature of war. Themes and assigned works vary from year to year. Please check with the English and Writing Department for a particular semester's course description. Prerequisite: EN 150.

### **EN 305 American Literature I**

**(3 Cr.)**

A survey of American writers to 1865. Challenges to traditional conceptions of canon and periods may be included. Prerequisite: EN 150.

### **EN 306 American Literature II**

**(3 Cr.)**

A survey of American writers from 1865 to 1945. Challenges to traditional conceptions of canon and periods may be included. Prerequisite: EN 150.

### **EN 315 Poetry Workshop**

**(3 Cr.)**

This course offers students the chance to learn techniques for writing and revising poetry. Students will discuss selected readings and prepare portfolios of their work. The course includes opportunities for attending literary events. Course content varies from year to year. Students can repeat once for a total of six credits. Prerequisite: EN 208 or consent of instructor.

### **EN 316 Fiction Workshop**

**(3 Cr.)**

This course offers students the chance to learn techniques for writing and revising fiction. Students will discuss selected readings and prepare portfolios of their work. The course includes opportunities for attending literary events. Course content varies from year to year. Students can repeat once for a total of six credits. Prerequisite: EN 208 or consent of instructor.

### **EN 317 Nonfiction Workshop**

**(3 Cr.)**

This course offers students practice in rhetorical and expressive writing, with an emphasis on developing an awareness of style. Students critique their own essays and the essays of their peers, and students prepare a portfolio of writing. Political Communication majors have the option of directing at least one major assignment toward their major. Pre-service English elementary or secondary teachers discuss selected readings and issues connected to the teaching of writing. Prerequisite: EN 102.

### **EN 318 Screenwriting Workshop**

**(3 Cr.)**

This course offers students the opportunity to learn techniques for writing and revising screenplays. Students will study format, story structure, character, dialogue, and cinematic method as they pertain to modern screenwriting. They will also learn principles of analysis that enable them to critique their own work and the work of others. Course content varies from year to year. Students can repeat once for a total of six credits. Prerequisite: EN 150 or permission of instructor.

### **EN 319 Special Topics**

**(3 Cr.)**

This course focuses on the study of a specific genre, category, or style of creative writing. Prerequisite: EN 150.

### **EN 325 Shakespeare**

**(3 Cr.)**

This course explores the life, times and work of William Shakespeare, including the development of the Elizabethan theater. Students gain the skills needed to read the texts accurately and be fully conversant with the fundamentals of Shakespeare, including the major themes and narratives of his plays and poems, early English staging, the main issues of textual transmission, and the facts surrounding the life of the author. Various plays including comedies, tragedies and histories are read (at the instructor's discretion). Prerequisite: EN 150 or instructor consent.

### **EN 330 British Literature I**

**(3 Cr.)**

A survey of literature from the Anglo-Saxon, medieval, and Renaissance periods. Prerequisite: EN 150.

### **EN 333 Contemporary Literature**

**(3 Cr.)**

A study of literature in English from 1945 to the present with an emphasis on themes particularly relevant to our age. Themes and assigned works will vary from year to year. Please check with the English and Writing Department for a particular semester's course description. Prerequisite: EN 150.

### **EN 335 British Literature II: Restoration to the Twentieth Century**

**(3 Cr.)**

This course familiarizes students with the dynamic nature of British literary and cultural history from the late 17th until the 20th centuries -- conversations and conflicts among writers, sometimes across periods, as they attempted to define themselves by extending or rebelling against other writers, and the shifting, complicated relationship between cultural context and literature. Along the way, the course provides a "cultural literacy" -- recognition of basic names and concepts that are a part of the field. Second, it focuses on themes that are central to the literature of these periods and that are continually reconsidered, revised and reworked from period to period: questions of race, class, and gender as well as questions of nationality. Prerequisite: EN 150 or instructor consent.

### **EN 340 Modernism**

**(3 Cr.)**

This is a survey of major English, American, Scottish, Irish and Welsh writings from 1900 to 1945 that individually and together define what has been termed "Modernism," a literary movement. In this course, a major emphasis is on artistic innovations of style and content, thematic concerns, and literary/aesthetic theories. Prerequisite: EN 150.

### **EN 343 Images of Women in Literature**

**(3 Cr.)**

This is a study of late 19th-, 20th- and/or 21st-century literature by women, which explores literature about the causes and effects of changing roles for women; the quest for a new identity; new options for family, career, and lifestyle; and new expectations for men and women. The course also examines the continuing backlash against changing roles for women. Prerequisite: EN 150.

### **EN 400 Internship**

**(1 - 3 Cr.)**

This practicum (internship) for non-teaching Writing and/or English majors will give students the opportunity to work in areas relating to their vocational interests. Credits will be arranged with the director of the practicum, though the credit limit per internship will be three credits. The total number of credits earned over a four-year period may not exceed eight. Prerequisite: Junior standing or consent of department chair.

### **EN 402 English Senior Seminar**

**(3 Cr.)**

A culmination of the undergraduate major's preparation in English, this course requires each student to do extensive, independent research and write an individual project. Prerequisite: Senior standing or consent of department chair.

### **EN 403 Practicum: Producing a Literary Magazine**

**(1 - 3 Cr.)**

This is a forum for the production of the literary magazine. The course will introduce students to the various aspects of publishing, editing, correspondence, layout, production, and distribution. Students can repeat once for a total of six credits. Prerequisite: EN 150.

### **EN 412 Literary Theory**

**(3 Cr.)**

A study of major critical theories and the application of these theories to specific literary texts, this course also explores the connection between literary theory and the student's work in other courses. The students have a chance to reflect on the relationship between literary theory and the practical experience of reading, writing, and/or teaching. This course does not fulfill the core requirement in literature. Prerequisite: Junior standing in English major or minor or Writing major.

### **EN 415 Writing Senior Seminar**

**(3 Cr.)**

This workshop will build on the techniques introduced in Poetry Workshop (EN 315), Fiction Workshop (EN 316), and Screenwriting Workshop (EN 318). This capstone course focuses on the production and revision of new creative works as well as the intensive revision of student portfolios from previous writing courses. Students will select a writer of personal interest to study in depth. This course also includes preparation for a public reading of student work on campus prior to graduation. Prerequisite: Senior standing in Writing major.



**EN 430 Studies in Chaucer**

**(3 Cr.)**

A study of selected works of Chaucer. Some readings will be in Middle English. Prerequisite: EN 150.

**EN 431 Studies in Satire**

**(3 Cr.)**

This course focuses on the study of the influence and impact of satire in literature and culture. Prerequisite: EN 150.

**EN 432 Studies in Romantic and Victorian Literature**

**(3 Cr.)**

This is an in-depth study of particular authors, genres, or themes in 19th century British literature. Prerequisite: EN 150.

# FIRST YEAR EXPERIENCE (FYE)

## **FYE 115 FYE: Selected Topics (3 Cr.)**

First Year Experience (FYE) introduces students to the depth of thinking required in a college environment. Courses on selected topics foster critical thinking and the skills necessary to succeed in college. The Franciscan values that are an integral part of Cardinal Stritch University are discussed and reflected upon.

# HISTORY (HS) and POLITICAL SCIENCE (POLS)

## History, Geography, International Studies, Broad Field Social Studies, Women's Studies

History explores the long-range development through time, of every facet of human existence: society and culture, philosophy and religious beliefs, law and government, technology and economics. It is concerned with the lives of ordinary women and men, as well as heroes and leaders. It challenges students not only to accept change, but to anticipate it and deal with it creatively.

The study of history at Stritch prepares rather than programs students for professional life. Historical study evokes critical thinking and reasoned judgment. It leads students to see the human dimension of issues, to view contemporary events in perspective, to deal critically and positively with conflicting points of view, and to weigh alternatives. Historians bring to the business world the ability to cope effectively with a great deal of material, to distinguish what is important from what is inconsequential, and to synthesize data and represent it in a concise and clear fashion.

The department's goals are pursued within the philosophical context of Stritch's mission to enable students to integrate their learning into a purposeful value system that gives moral direction, professional viability and enrichment to their lives and the lives of others.

Students have an opportunity to enhance career skills through experience and training in the use of technology, including the internet, computer databases, presentation software and other appropriate technology, as well as internships and service learning.

Students may obtain a major, minor, teacher certification (elementary, minor, and secondary broad field social studies major), and pre-law preparation. It also provides an integral component of the liberal arts to all colleges at Stritch.

### MAJOR AND MINOR REQUIREMENTS

**History Major:** 34 credits

Tracks in major (see social studies):

\*Pre-Law Program

\*Secondary Teaching (Broad Field Social Studies)

\*Broad Field Social Studies Minor for Elementary Teachers

Required courses for major: HS 241, 242 and 243, 103 or 104, 201, 202, two Intercultural History courses 314-320, 402, 405, and two elective courses in history.

Additional requirements for Broad Field Social Studies teachers: Study of Cooperatives and Environmental Education designed to fulfill requirements of Wisconsin statutes 118.19 (6) and Wisconsin administrative code 3.03 (3) 5, for teachers of science and social studies. These requirements may be met by taking CH/BL 210, GE 101 or GE 102 (for environmental studies); and EC 204 (for cooperatives); or as directed study apart from the above courses.

**Elementary Education Majors Requirements:** HS 101, 102 and 105

**History Minor:** 18 credits

Required courses for minor: HS 243, HS 202 and four electives with two in American History classes and two in Non-American (Global) history courses.

Required courses for minor in history for elementary certification: HS 101, 102; 103 or 104, 201, 202, 314, 402 or 405, one elective course.

### Pre-law

The pre-law program with History as a major requires CA 252, PL 355, PS 308, SC 201, SC 225. The History track requires: HS 202, HS 243, HS 402, POLS 102 or POLS 303, and 9 credits of electives in History.

## **HISTORY COURSE DESCRIPTIONS**

### **HS 101 The United States to 1877**

**(3 Cr.)**

This course is a study of the building of the United States and its political, social, cultural, economic and religious institutions from colonial times through the Reconstruction period, including a special study of the foundations of American government at all levels. This is for teacher preparation. Prerequisite: For teacher preparation/elementary education majors only; department chair approval need for non-elementary education majors.

### **HS 102 The United States Since 1877**

**(3 Cr.)**

This is a continuation of HS 101, presenting the development of the people and institutions of the United States (including state, local and national government) from the period of Reconstruction to the present. For teacher preparation and elementary education majors only. Prerequisite: For teacher preparation/elementary education majors only; department chair approval need for non-elementary education majors.

### **HS 103 Ancient Civilization to 476 A.D.**

**(3 Cr.)**

This course focuses on the history of ancient world civilizations, Western and non-Western, and their impact on the development of the Western world, giving attention to their respective peoples and cultures.

### **HS 104 Medieval Civilization 476-1500 A.D.**

**(3 Cr.)**

This is a study of medieval civilization from the breakup of the Roman Empire to the dawn of the Renaissance. Students will examine the interrelationship of economic, political, cultural, social, and religious factors in the development of newly forming kingdoms and the role of the church and ambitions in this process.

### **HS 105 World Civilization**

**(3 Cr.)**

This is a survey course of global history, giving a brief overview of the significant political, economic, social and cultural developments. Emphasis is placed upon intercultural relationships and interdependence. Prerequisite: For teacher preparation/elementary education majors only; department chair approval need for non-elementary education majors.

### **HS 126 Survey of American History**

**(3 Cr.)**

This course is a study of the building of the United States and its political, social, cultural, economic and religious institutions from colonial times to the present.

### **HS 127 World Cultures and Communities**

**(3 Cr.)**

This survey course on global history focuses on the formation of culture and communities by giving a brief overview of the significant political, economic, social and cultural developments starting with prehistory and ending in the 20th century. Corequisite: ECUE 280, ECUE 281, ECUE 381.

### **HS 201 Early Modern Civilization 1500-1815**

**(3 Cr.)**

This covers the history of the development of nation states from the time of the late Renaissance to the end of the Napoleonic era. Special emphasis is given to the Western world, though all regions are covered.

### **HS 202 Modern Civilization, 1815-Present**

**(3 Cr.)**

This is a study of global development in the eras of nationalism, colonialism, totalitarianism and contemporary revolution of the 19th and 20th centuries.

### **HS 205 Selected Topics**

**(1 - 3 Cr.)**

This course features the study of a special historical topic or time period.

**HS 207 Introduction to Women's History****(3 Cr.)**

This is a global survey of women's contributions to society, as well as to the economy, government, religion and the family from ancient to modern times.

**HS 208 Church and State****(3 Cr.)**

This is a study of 20 centuries of struggle between institutionalized religion and the State. Emphasis is given to the impact of religion (Judaism, Christianity, Islam) on political and social institutions and vice versa. This is also listed under REL 208.

**HS 214 African-American History****(3 Cr.)**

This course traces African-American history from the West African traditions through the slave trade, slavery and emancipation, the rise of the Jim Crow system, the migration north, and the civil rights and self-determinist struggles of recent years. Special emphasis is placed on the various means African-Americans have used to achieve freedom, equality and power in America.

**HS 223 Renaissance and Reformation****(3 Cr.)**

This period marked a crucial transition between the medieval and modern worlds in Christendom from 1300-1648. This course focuses on the political, social, intellectual, cultural, and religious movements of the era. Cross-listed with REL 223.

**HS 241 Colonial and Revolutionary America****(3 Cr.)**

This is a study of the colonial and revolutionary growth of the people who would become Americans. Special emphasis is placed on how they slowly differentiated themselves from the Old World cultural patterns while remaining Western. Prerequisite: Not open to students who have taken HS 101..

**HS 242 Civil War and Reconstruction****(3 Cr.)**

This is an in-depth course stressing the rise of Jacksonian democracy and the market revolution; the causes and conduct of the war; the human, political and economic problems of the Confederacy; and the Reconstruction era. Prerequisite: Not open to students who have taken HS 101..

**HS 243 Twentieth Century America****(3 Cr.)**

This is a study of the most recent developments in American history, from the Gilded Age on, with emphasis on industrialization, the struggle between isolation and foreign involvement as the nation becomes a world power, and internal problems. Prerequisite: Not open to students who have taken HS 102..

**HS 302 The History of American Women****(3 Cr.)**

This is a study of the varied historical experiences of American women including women's contributions to the family, politics, social movements and their own lives.

**HS 303 History of Modern American Women****(3 Cr.)**

This course features the varied historical experience of American women beginning in the mid 19th century. Women's roles, their political, social, economic and medical contributions as well as the reform movements they advocated and opposed will be part of this examination.

**HS 304 The Tumultuous 1960s****(3 Cr.)**

This course covers the years 1946 to 1980, with emphasis on the 1960s decade. The class delves into the events and issues that led up to the 1960s, such as the rights and protest movements as well as the ramification of these and other events and ideas. Prerequisite: Sophomore standing or greater.

**HS 305 Growing Up and Youth Rebellion****(3 Cr.)**

This course introduces students to the exciting new field of children's history by examining the changing concept of childhood and girls' and boys' experiences in American history. It also concentrates on the growing role of the state in child rearing through public schools, welfare, and other governmental programs.

### **HS 307 The Presidency**

**(3 Cr.)**

This course is a study of the American presidency. The course examines the historical development of the presidency as an institution. In addition, the course allows for case studies of individual U.S. presidents, including analysis of the influence of presidents domestically and internationally. This is also listed under POLS 307.

### **HS 315 Intercultural History: East Asia**

**(3 Cr.)**

This course focuses on Modern History of East Asia concentrating on China and Japan. It examines both the internal or domestic history of each nation and the interactions between East and West, particularly focusing on interactions among the United States and China and Japan. While this course is lecture driven, there are ample opportunities for students to interact with one another and engage the past through primary sources, films, and secondary readings.

### **HS 316 Intercultural History: Middle East**

**(3 Cr.)**

This course surveys the social, political, economic and religious history of the Middle East. It examines both the evolution of the region from dynastic and religious empires to modern states and the region's interactions with the West and other civilizations. While this course is lecture driven, there are ample opportunities for students to interact with one another and engage the past through primary sources, films, and secondary readings.

### **HS 317 Intercultural History: Russia**

**(3 Cr.)**

This course traces Russia from the Kievan period to the post-communist era. It explores the remarkable story of how numerous ethnic groups in an immense area and a daunting climate forge a powerful nation with rich cultural traditions under the leadership of such historic figures as the "Greats" – Peter and Catherine, as well as Ivan, Lenin, Stalin and Gorbachev.

### **HS 318 Intercultural History: Africa**

**(3 Cr.)**

Starting with the origins of man, this course focuses on the rich history of Africa. Students will learn the great diversity of this continent and its role in the history of many empires and nations. Special emphasis is given to the great early civilizations of Egypt; the great western empires of Mali, Ghana and Songhai; the introduction of Islam and, later, slavery; the impact of colonization and, finally, independence. While this course is lecture driven, there are ample opportunities for students to interact with one another and engage the past through primary sources, films, and secondary readings.

### **HS 319 Intercultural History: India and South Asia**

**(3 Cr.)**

In this course, students explore the history of India, Pakistan, Bangladesh, and Sri Lanka as well as several smaller countries of the region. Special attention is paid to the development of political and economic systems as well as the role of colonialism, politics, religions, languages, and ethnic and territorial conflicts in the region.

### **HS 320 Intercultural History: Latin America**

**(3 Cr.)**

A study of the history and development of Latin America as a region, this course starts with the early pre-Western civilizations and moves through the impact of Columbus' "discovery," the development of various regions under European rule, and, ultimately, independence. While this course is lecture driven, there are ample opportunities for students to interact with one another and engage the past through primary sources, films, and secondary readings.

### **HS 340 Constitutional History**

**(3 Cr.)**

This course is a study of the United States Constitution and its influence on American society historically and in the present. The course focuses on the crafting and development of the Constitution, and on the important role of the courts in interpreting its provisions. Special attention is devoted to current constitutional controversies. This is also listed under POLS 340.

### **HS 341 U.S. Foreign Policy**

**(3 Cr.)**

The course includes an analysis of the historical development of foreign policy in the United States. In addition, the course focuses on important players in the foreign policy process, including government leaders, news media, and the public. Special attention is devoted to key foreign policy issues including the Cold War, weapons of mass destruction, human rights, and international terrorism. This is also listed under POLS 341.

**HS 400 Independent Study****(1 - 3 Cr.)**

This includes practica and internships, to be arranged with the department chair.

**HS 402 Seminar: Introduction to Research****(2 - 3 Cr.)**

This research course is designed to demonstrate the students' grasp of research techniques and historical method, and their creative and analytical abilities when dealing with historical sources. Prerequisite: Upper class standing or consent of instructor.

**HS 405 Introduction to Public History****(3 Cr.)**

This course introduces students to the history, philosophy, ethics and organization of the public history profession. Using numerous hands-on activities students also will be exposed to basic public history practices and projects. Prerequisite: Junior or senior standing or instructor approval.

**GEOGRAPHY COURSE DESCRIPTIONS****GE 101 General Geography****(3 Cr.)**

This is an introductory study of the earth and its physical phenomena, including ways in which human beings relate to and are affected by their environment.

**GE 102 Cultural Geography****(3 Cr.)**

This is a study of human geography concentrating on cultural characteristics such as customs, language, production, and contemporary geopolitical and environmental issues, studied from a global perspective with attention to non-Western and intercultural societies.

**GE 205 Selected Topics****(1 - 3 Cr.)**

This focuses on the study of special geographical topics. Prerequisite: As listed for the respective course.

**GE 210 Geographic Factors in U.S. History****(3 Cr.)**

This course addresses the pivotal role geography has played in the history of the United States. Students examine the geographical factors throughout various eras that impacted the economic, social, and political development of the United States.

**GE 312 Geopolitics****(3 Cr.)**

This is a study of the relationship between political phenomena and the physical and cultural environment. Also listed under POLS 312.

**GE 400 Independent Study****(1 - 3 Cr.)**

Independent Study (including environmental studies) Prerequisite: To be arranged with the approval of department chair.

# INTERNATIONAL STUDIES

Communication, travel, and world events have linked the regions of the globe ever more closely, requiring greater knowledge of the world and its people. An understanding of people and events outside the United States is important not only to enhance a career choice, but also to become a responsible citizen of the U.S and the larger world community. A minor in international studies adds an important dimension to a number of major fields (for example business, pre-law, education, political science, history, and communication arts) and prepares students for their participation in the global village.

## MINOR REQUIREMENTS

**International Studies Minor:** 18 credits

Required courses: POLS 206

Two additional classes from Political Science, must choose from the following:

POLS 201

POLS 210

POLS 215

POLS 220

POLS 320

POLS 341 (cross-listed, can only be taken once)

A minimum of one class from History, must choose from the following:

HS 202

HS 315

HS 316

HS 317

HS 318

HS 319

HS 320

HS 341 (cross-listed, can only be taken once)

A minimum of one class from Electives, must choose from the following:

ART 243

CA 240

CA 331

BL/CH 210 (cross-listed)

EN 303

REL 210

REL 212

SPN, FR, or GR: 200+ level language course

The sixth course is to be selected from any of those listed in the History or Electives section.

One course (approved by the International Studies advisor) can be transferred in and counted towards the minor.



# POLITICAL SCIENCE (POLS)

Our political science major challenges students to develop a mature and thoughtful approach to political problems and to hone skills that serve as strong foundations for a wide variety of careers. Political science at Stritch aims to develop informed and active citizens who combine a global perspective with strong critical thinking skills and who analyze and work toward improving American and international politics. In addition to studying the content and theory of political science, students gain practical experience in problem-solving, research, synthesis, analysis and communication. We encourage our students to see themselves as potential leaders who will shape the future of our political system.

Each of our courses encourages students to participate in activities that often translate into future employment opportunities. Political science students at Stritch also enhance their career skills by using technology including the internet and business software on a regular basis. Students who study political science at Stritch prepare themselves for a vast array of career possibilities. Our graduates pursue careers in government, governmental affairs, online and print media, interest groups, domestic and international business, communications, journalism, non-governmental organizations, and non-profit organizations, as well as careers in law and education.

Students may obtain a major or minor in political science with emphasis on one of two tracks: American politics or international politics.

## MAJOR AND MINOR REQUIREMENTS

Note: "auxiliary credits" are required courses that may be used for other degree requirements, such as for general education (core) or elective requirements.

**Political science major:** 37 credits (34 department credits, 3 auxiliary credits in statistics MT 120)

Required courses: 16 credit minimum: POLS 102, POLS 201, POLS 206, POLS 305, POLS 401, POLS 402

Possible tracks in political science major:

- 1) American politics (required courses and elective courses in American politics): six courses from POLS 212, 303, 304, 306, 307, 340, 341.
- 2) International politics (required courses and electives that focus on international politics, proficiency in at least one foreign language, and a study abroad experience are encouraged): six courses from POLS 215, 220, 312, 314, 315, 316, 320, 341.
- 3) General track: 18 credit minimum from six elective courses.

**Political Science Minor:** 18 credits

Required courses for minor: POLS 201 and either 102 or 206 and four elective courses.

### Pre-law

The pre-law program with political science as a major requires: CA 252, PL 355, PS 308, SC 201, SC 225. The Political Science track requires: POLS 102, POLS 303, POLS 305, POLS 401, POLS 402, and 6 credits of electives in Political Science

## COURSE DESCRIPTIONS

### **POLS 102 American Government** (3 Cr.)

In this course students are introduced to the fundamentals of federal, state, and local government in the United States, with emphasis on how political, social and human values are expressed in our political system. Students will examine both the institutions and participants crucial to democratic government in the United States.

### **POLS 201 Comparative Politics** (3 Cr.)

This course is a survey of the different systems countries use to govern themselves. In addition to examining specific governments, students will analyze topics such as political freedoms, economic development, and national identity. Special attention is given to challenges facing different regions of the world including poverty, war, health care, and human rights.

**POLS 203 An Introduction to Legal Systems****(3 Cr.)**

In this course students are introduced to law and legal systems with emphasis on how the principles and applications of civil and criminal law affect citizens. Areas of focus include family law, juvenile proceedings, and business and consumer law.

**POLS 205 Selected Topics****(3 Cr.)**

In this course students will explore and reflect on issues underlying political events and the current political environment. Recent offerings have included the politics of race and ethnicity, and international terrorism.

**POLS 206 International Relations****(3 Cr.)**

Students will examine how nations interact in a complex, interdependent world. Topics include globalization, diplomacy, security, conflict resolution, economics, international law, human rights, terrorism, and the environment.

**POLS 210 Model United Nations****(1 - 3 Cr.)**

In this course students will study the history, organization and structure of the United Nations, and the history, economy, government and foreign policy of a particular country. The course begins in the fall semester and concludes after participation in a national Model United Nations conference in February. Students will meet once a week for one hour, and participate as a club in University and community events. This may be taken more than once for a total of four credits.

**POLS 212 Women in American Politics****(3 Cr.)**

Students will explore the origins and history of women's roles as voters, candidates, activists and officeholders in U.S. politics and government. In addition, the course addresses issues that may affect men and women differently, including education, health care and reproduction, service in the military, and family law.

**POLS 215 International Security and Weapons of Mass Destruction****(3 Cr.)**

Weapons of Mass Destruction (WMD) play a pivotal role in how we define, understand and promote international security. In this course, students will examine the history, development and proliferation of these devastating weapons; the moral, physical and psychological implications of using them; and their impact on security around the globe.

**POLS 220 International Human Rights****(3 Cr.)**

Students will examine the history and moral bases of human rights, international efforts to construct norms, treaties, and enforcement measures. Students will analyze the role of human rights in the context of international relations and current human rights violations including human trafficking, torture and genocide.

**POLS 303 The Law in American Politics****(3 Cr.)**

In this course, students will study the American judicial system and its role in U.S. politics. Students will explore the structure of the federal court system and the political battles from Wisconsin and the Midwest to Washington. Students also will examine the roles of participants in the judicial system, including judges, lawyers, interest groups and the public.

**POLS 304 Political Battles from Wisconsin to Washington****(3 Cr.)**

Congress is crucial to U.S. democracy since it represents the will of the people. In this course, students will examine the U.S. Congress as an institution and its roles in lawmaking and representation, incorporating both state and federal influences on this body.

**POLS 305 Justice and Power****(3 Cr.)**

In this course, students explore the foundations of politics by studying the fundamental works of political philosophy. Special attention is paid to understanding the foundations of American political thought.

**POLS 306 Political Parties and Interest Groups****(3 Cr.)**

In this course, students examine the variety of ways in which people participate in the political system, including through voting and lobbying, the important roles of political parties and interest groups, as well as unconventional forms of participation such as protests and civil disobedience.

**POLS 307 The Presidency****(3 Cr.)**

This course is a study of the American presidency. Students will examine the historical development of the presidency as an institution. The class also addresses the relationship between the presidency and other branches of government. In addition, students will analyze presidential decision making through case studies of individual presidents, and consider the influence of the U.S. president domestically and internationally. This is also listed under HS 307.

**POLS 312 Geopolitics****(3 Cr.)**

This is a study of the relationship between political phenomena and the physical and cultural environment. This is also listed under GE 312.

**POLS 314 Latin American Politics****(3 Cr.)**

In this course, students will survey the governments and politics of the nations of Latin America. Topics include the impact of the drug trade, foreign policy, European colonization, revolution, economic development, the military in politics, and human rights. Students will choose a country of interest and follow its current events throughout the semester.

**POLS 315 China and East Asian Politics****(3 Cr.)**

Students will examine the governments and politics of China and East Asian countries. Students will analyze the different forms of government in these countries, as well as their economic development and foreign policy. Special attention will be given to nuclear proliferation, struggles for democracy, and human rights.

**POLS 316 Middle Eastern Politics****(3 Cr.)**

This course is an introduction to the politics of the Middle East. Students will examine the central issues of the region including influences on regional conflict, the relationship between Islam and government, and different forms of government. Special attention is given to the rights of women and minority groups.

**POLS 320 Global Political Economy****(3 Cr.)**

Students will be introduced to the pivotal importance of economics and the interdisciplinary complexity of international affairs. Students will explore the interaction of politics and economics against a diverse historical and theoretical backdrop. Special attention is paid to contemporary political and economic issues, particularly from the perspective of decision makers, both private and governmental, who play important roles in the international system.

**POLS 340 Constitutional History****(3 Cr.)**

In this course, students will explore the foundations of American liberty and related political institutions. Students will study the influence of the U.S. Constitution on society throughout American history. Students will examine the political and cultural environment of the founding, the crafting and development of the Constitution, and the role of the courts in interpreting and shaping our understanding of the Constitution. This course is also listed under HS 340.

**POLS 341 U.S. Foreign Policy****(3 Cr.)**

The course includes an analysis of the historical development of foreign policy in the United States. In addition, the course focuses on important players in the foreign policy process, including government leaders, news media, and the public. Special attention is devoted to key foreign policy issues including the Cold War, weapons of mass destruction, human rights, and international terrorism. This is also listed under HS 341.

**POLS 400 Independent Study****(1 - 3 Cr.)**

This includes practica and internships to be arranged with the department adviser.

**POLS 401 Seminar****(3 Cr.)**

As a culminating experience, this course requires students to craft a formal academic research paper. Students will choose a topic of interest, review the relevant literature, and develop a research design to contribute to further understanding of the topic. Students will conduct original research and present their findings to faculty, students and family members. Prerequisite: Junior standing.

**POLS 402 Political Internship****(3 Cr.)**

The primary purpose of the internship is to assist students in preparing for the next step in their professional development. The internship allows students to gain valuable experience while sampling potential career opportunities and building relationships with members of their communities. Students will work individually with a faculty adviser to design an internship tailored to the students' needs and interests. Prerequisite: Junior or senior standing.

# BROAD FIELD SOCIAL STUDIES

The Department of History and Political Science administers the degree program in Social Studies and combines the following components: History, Political Science, Sociology, Psychology, Economics and Geography. The first four components have full departmental status; Economics is part of the Business and Economics degree program. Geography is a department not offering degrees, except as part of Social Studies and is administered out of the History and Political Science Department.

The degree program in Social Studies provides a broad and integrated approach to these disciplines and can be pursued as a 34-credit bachelor of arts degree (with History concentration) or as a 54-60-credit Broad Field Social Studies degree (with History, Political Science, or Sociology concentration) for secondary teacher certification.

The Social Studies program seeks to serve the needs of students desiring the broader orientation to its respective areas rather than specialization in any one of them. In accordance with these needs, the objectives of the Social Studies program are to:

1. Demonstrate an understanding of how the political, religious, social, and economic and philosophical foundations of a given society interrelate and function within a historical context,
2. Articulate an understanding of the major trends and critical problems in modern history and their historical antecedents, as well as an understanding of the sources of contemporary values.
3. Exhibit (through papers or presentations) the ability to research, synthesize and analyze information.
4. Understand and evaluate conflicting points of view.
5. Create responsible teachers and world citizens who embody the Franciscan values.
6. Provide proficiency for teaching in political science as well as one of the following subjects: economics, psychology, sociology or geography.

## MAJOR AND MINOR REQUIREMENTS

Tracks in major:

Broad field social studies

Broad field social studies major for middle/secondary teachers

Social studies minor for elementary teachers

**Broad Field Social Studies Major for Middle/Secondary Teachers: 54 credits**

(Please see department chair for other broad field programs).

Plan A: completion of a minimum of 54 credits to include a 22-credit concentration in History, Political Science, or Sociology; and a minimum of 32 credits distributed over a concentration of least three of the other Social Studies subjects, Economics, Geography, History, Political Science, Psychology or Sociology.

Plan B: completion of a minimum of 54 credits to include a 34-credit concentration in History, Political Science, or Sociology; and a minimum of 21 more credits distributed over a concentration of the remaining Social Studies subjects. These courses will vary depending on the 34-credit concentration.

The Department of Public Instruction approved models for Plans A and B (contained in the Stritch Teacher Certification Programs) are to be followed in selecting courses to fulfill the Broad Field Social Studies major for teaching preparation. Both plans also include fulfillment of the legislative statutes (Section 40, 43 ([6] and PL 3.03 [3]2-5)) requiring "adequate instruction" in the areas of environmental studies and cooperatives. These requirements may be met by taking CH/BL 210, GE 101 or GE 102 (for Environmental Studies); and EC 204 (for Cooperatives); or as directed study apart from the above courses. Certification in Broad Field Social Studies will permit teaching in the 22 or 34-credit area of concentration and the fusion courses (e.g., Civics, Social Problems, American Problems, etc.).

For course descriptions, please see the department course listings under Economics, Geography, History, Political Science, Psychology and Sociology.

**Social Studies Minor for Elementary Teachers: 24 credits**

Required courses for minor: HS 101, 102, 105, POLS 102, SC 203. In addition, courses in either a History emphasis, Political Science emphasis, or Sociology emphasis as follows:

History emphasis: one of HS 103, 104, 201 or 202; one course from the Intercultural History courses: HS 314 – HS 320.

Political Science emphasis: POLS 201 or POLS 206, one approved Political Science elective, and POLS 401

Sociology emphasis: SC 101, SC 380, SC 201, or one approved sociology elective

# WOMEN'S STUDIES (WS)

A twelve credit certificate in Women's Studies is available which is both interdisciplinary and multicultural. A Women's Studies certificate will broaden a student's liberal arts education as well as provide a valuable foundation for careers or graduate study in education, law, history, social work, journalism, health care or business.

## CERTIFICATE REQUIREMENTS

Women's studies (WS):

WS 101

An additional three classes are required from the three of the following four categories:

- History/Political Science:

HS 207

HS 302

POLS 212

- English/Communication:

CA 243

CA 244

EN 343

- Psychology and Sociology:

PS 206

PS 265

SC 206

- Electives:

REL 320

SC 240

ART 249

ART 415

MU 201

Special topic courses that are approved by the Women's Studies advisor.

- one class (approved by the Women's Studies advisor) can be transfer in and counted for the certificate.

Total required: 12 credits

## COURSE DESCRIPTIONS

### **WS 101 Introduction to Women's Studies**

**(3 Cr.)**

An interdisciplinary study of how gender roles and sex-stereotyping have affected our approach to knowledge and societal structures including a study of gender issues in family life, religion, economics, the legal system and popular culture.

### **WS 301 Women's Studies Seminar**

**(3 Cr.)**

An interdisciplinary seminar in which students will read feminist scholarship, especially in their chosen fields, learn feminist methodology and theory, and apply them to a critical research paper.

# KEYSTONE EXPERIENCE (KEY)

## **KEY 400 Keystone Experience (0 Cr.)**

This is the culminating event in the Franciscan Core required of all graduating Stritch students. Over the course of five weeks, students will gather under the direction of a faculty member to discuss their experiences of the Franciscan tradition and values at Stritch and to reflect on the possible application of these values to their personal and professional goals. Method of delivery: Face to face or online. A pass/fail grading system will be used.



# LANGUAGES

## Spanish (SPN)

The Department of Languages offers a Bachelor of Arts degree in Spanish. A semester of study abroad or an internship abroad is required for a major and a minor. This requirement is usually satisfied during the junior year in either the fall or spring semester but may also be satisfied through an immersion program directed by the language department. Under the guidance of a faculty member and approval of the department, an individualized study abroad program is tailored to meet the needs of the student. Stritch students have studied abroad in France, Canada, Mexico, Spain, Columbia, Ecuador and Costa Rica.

The objectives of language studies are to enable students to communicate effectively through development of skills in understanding, speaking, reading and writing the language and to understand and appreciate the values of cultures and world-views that are different from their own. Foreign language study increases students' awareness of their own values and beliefs. Classes in literature and civilization acquaint students with the masterpieces in the foreign culture.

When coordinated with studies in other departments, the major will satisfy students with widely differing career goals: working in international business, law, or industry; performing government service; teaching in elementary or secondary schools; continuing language studies in graduate school; working for museums; doing research in original languages; serving in the tourism industry; working in the health care or social service professions.

Retroactive credits for previous language study are available. Students who have studied a foreign language for two or more years are encouraged to seek retroactive credits. Up to 14, no fee, retroactive credits are possible. The number of credits is determined by the course level at which the student begins foreign language study at the University. Retroactive credits are awarded upon completion of one University level course, designated by the department, with a grade of "B" or above. These credits are available to any student who has taken a foreign language in high school. Retroactive credits fulfill University credit requirements for graduation.

For transfer students, the minimum number of credits required in major courses taken at Cardinal Stritch University is 12, including Senior Seminar. The minimum grade for departmental courses in the major is "C."

For post baccalaureate students seeking certification in Spanish, a minimum number of three credits must be taken in the department.

### MAJOR AND MINOR REQUIREMENTS

**Spanish Major:** 34 credits (exclusive of SPN 101, 102)

**Tracks in major:**

Language majors with business orientation

Secondary teaching

Teaching certification minors for elementary teachers

K-12 and foreign language specialist certification in Spanish

Required courses for a major: SPN 201, 202, 203, 204, 306, 309, 330 or 331, 345, 401 and any other upper division courses (300 or 400) to attain 34 credits. Some required courses for the major will be completed abroad. A semester or summer of study abroad is required for a major. The secondary teaching major requires 307 and EDSED 275, EDSED 395.

**Spanish Minor:** 24 credits (exclusive of SPN 101, 102)

Required courses for a minor: 201, 202, 203, 204, 306 or 309, 310 and any other upper division courses (300 or 400) to attain 24 credits. An immersion experience (SPN 310) is required for a minor. The secondary teaching minor and the elementary certification teaching minor require 307, 345 and EDSED 275, EDSED 395. These courses are required for the elementary certification minor.

All students (major or minor) must pass the departmental oral proficiency assessment before student teaching or before graduation.

## **Hispanic Culture and Language for Educators**

In response to changing demographics, it is essential that future teachers have the knowledge of and the competency to successfully interact with the Hispanic culture. This includes a thorough grounding in both the tangible and intangible aspects of the culture as well as a working vocabulary and competence in speaking the Spanish language.

The Spanish Department is proposing to meet this need by creating a *Certificate in Hispanic Culture/Language*.

The students will be granted the Certificate in Hispanic Culture and Language after the successful completion of these 14 credits. Certificate students can also apply for a minor in Hispanic Culture and Language by adding a 4 credit Immersion Experience course. Since the DPI requires a minor for students who seek Middle Childhood-Early Adolescence (grades 1-8) licensure, this will provide the opportunity for education students to satisfy that requirement as well. However, completion of the Hispanic Culture and Language minor would not qualify a student to teach Spanish as a content area.

### **Hispanic Culture and Language for Educators certificate 14 credits**

Required courses for the certificate: SPN 101, 102, 201, 206 and any other upper division courses (202, 203 or 204) to attain 14 credits.

### **Hispanic Culture and Language for Educators minor 18 credits**

Required courses for the minor: SPN 101, 102, 201, 206, 310, and any other upper division courses (202, 203 or 204) to attain 18 credits. An immersion experience (SPN 310) is required for the minor.

All students in the Hispanic Culture and Language certificate or minor must pass the departmental oral proficiency assessment before graduation.

## **SPANISH COURSE DESCRIPTIONS**

### **SPN 101 Elementary Spanish**

**(4 Cr.)**

This is an introduction to the study of Spanish emphasizing proficiency in speaking, reading, writing and understanding the Spanish language. Orientation to Hispanic civilization and culture from a global perspective is included. Students will be actively involved in the development of their communicative skills. Prerequisite: Not open to seniors.

### **SPN 102 Elementary Spanish**

**(4 Cr.)**

This course is a continuation of the introduction to the study of Spanish emphasizing proficiency in speaking, reading, writing and understanding the Spanish language. Orientation to Hispanic civilization and culture from a global perspective is studied. Active student involvement is expected in the development of their communicative skills. Prerequisite: SPN 101.

### **SPN 200 Spanish for Health Professions**

**(3 Cr.)**

This course is geared toward individuals working or majoring in health-related areas. The course focuses on the vocabulary needed for the workplace, the grammar to complete the basic skills sequences, and task-based practical skills. Cultural aspects also are addressed. Students will fill out medical forms, read medical brochures, write letters, conduct interviews, and more. The course is taught in Spanish. Prerequisite: SPN 102 or permission from the chairperson.

### **SPN 201 Intermediate Spanish**

**(3 Cr.)**

This course includes review and further development of Spanish, emphasizing proficiency in speaking, reading, writing and understanding the language as it is presented in everyday, authentic situations. Culture and history are an integral dimension of this course. Students will be actively involved in furthering communicative skills as they interact in real-life situations. Prerequisite: SPN 102 or a score of 384 or higher on the WebCAPE exam.

### **SPN 202 Intermediate Spanish**

**(3 Cr.)**

This course is a continuation of the review and development of Spanish. The course emphasizes proficiency in speaking, reading, writing and understanding the language as it is presented in everyday, authentic situations. Culture and history are an integral part of this course. Students will be actively involved in furthering communicative skills by regular class presentations and assigned compositions. Field trips may be required. Prerequisite: SPN 201 or a score of 492 or higher on the WebCAPE exam.

### **SPN 203 Spanish Composition and Conversation**

**(3 Cr.)**

Emphasis is on the development of fluency in speaking and proficiency in writing correct and idiomatic Spanish. Students will review Spanish syntax and grammar through work in composition. Selected introductory readings of literature are included. Active student participation in oral communication is expected. Prerequisite: SPN 202 or a score of 600 or higher on the WebCAPE exam.

### **SPN 204 Spanish Composition and Conversation**

**(3 Cr.)**

This course includes continued emphasis on the development of fluency in speaking and proficiency in writing correct and idiomatic Spanish. Students will review Spanish syntax and grammar through work in composition. Selected introductory readings of literature are studied. Active student participation in oral communication is expected. Prerequisite: SPN 203 or a score of 600 or higher on the WebCAPE exam.

### **SPN 205 Spanish for Heritage Speakers**

**(3 Cr.)**

This course is for heritage Spanish speakers. It is designed to meet the special linguistic needs of students of Hispanic background who were born or educated in the United States. They may speak Spanish at home and want to improve their formal knowledge of the language. In addition, the course aims to provide those students with cultural insights/materials about the diverse Hispanic world that is part of their heritage. Prerequisite: Heritage Spanish speaker.

### **SPN 306 Spanish Civilization**

**(3 Cr.)**

This course focuses on the study of Spanish life and culture. Students will survey the historical, religious, philosophical and political aspects of Spain through the centuries to modern day. Classes are conducted in Spanish. This is required for teachers. Prerequisite: SPN 204 or equivalent.

### **SPN 307 Spanish Phonetics and Phonology**

**(3 Cr.)**

This course focuses on the study of the sound system of the Spanish language by: exploring linguistic theories, practicing with tapes, and transcribing and completing individual exercises. The Spanish language's contrast with the English system is reviewed. Pronunciation and intonation are stressed. This is required for teachers. Prerequisite: SPN 204.

### **SPN 309 Latin American Civilization**

**(3 Cr.)**

This course features the study of Hispanic life and culture in places besides Spain. Students will survey the historical, religious, philosophical and political aspects of Latin American countries. Classes are conducted in Spanish. This is required for teachers. Prerequisite: SPN 204.

### **SPN 310 Spanish Immersion Experience**

**(1 - 4 Cr.)**

This is an opportunity for the student that is studying Spanish to strengthen and perfect language skills. They will have a better understanding of Hispanic customs, traditions and culture through personal contact with native Spanish speakers while studying abroad. This course is required for Spanish majors and minors. Prerequisite: SPN 102.

### **SPN 311 Spanish Immersion for Health Care Professionals**

**(3 Cr.)**

This course provides the opportunity to learn about the Hispanic health care system. Students will live in and study a culture different from their own. After learning the cultural and social factors that influence the practitioner-patient communication, students will be able to apply their knowledge when returning to the United States and working with Latinos. While immersed in the course, students will learn more about the medical terminology, visit local hospitals and participate in clinicals in remote areas under the supervision of doctors. Prerequisite: SPN 102 or departmental approval.

### **SPN 330 Survey of Peninsular Spanish Literature**

**(3 Cr.)**

This is a study of major literary works from the Medieval period to the 21st century. The course includes historical background of selected works from the Golden Age through Modern times. Studies also include works outside of the literary canon. All lessons are conducted in Spanish. Prerequisite: SPN 204.

### **SPN 331 Survey of Latin American Literature**

**(3 Cr.)**

This is a study of major literary works from the Colonial period through Modernism to the 21st century. The course includes the historical background of selected works. Works not included in the literary canon also are discussed. All lessons are conducted in Spanish. Prerequisite: SPN 204.

### **SPN 345 Advanced Spanish Composition and Conversation**

**(3 Cr.)**

This course includes intensive conversational practice of the Spanish language based on readings, tapes and interactive media. Active student involvement is expected. Continued review of Spanish grammar and syntax is emphasized. All lessons are conducted in Spanish. Prerequisite: SPN 204.

### **SPN 365 Current Topics**

**(1 - 3 Cr.)**

This course is a study of selected topics or issues of special interest. The course may be taken more than once for credit if the topic is different. Examples of previous courses include: Chicano Literature, Golden Age Theatre, Golden Age Prose: The Novel, Contemporary Spanish and Latin American Theatre, and Spanish Immersion Workshop. Prerequisite: SPN 204.

### **SPN 401 Seminar**

**(3 Cr.)**

This is a culmination of the student's undergraduate preparation in Spanish. Under the guidance of a faculty member, the student will be directed to study areas needing additional exposure or reinforcement. Topics may range to offer a broad spectrum of language and related areas. Prerequisite: Senior standing.

## **FRENCH COURSE DESCRIPTIONS**

### **FR 101 Elementary French**

**(4 Cr.)**

This course introduces students to French language and culture. Students will learn basic grammar and vocabulary while studying pronunciation rules through oral and written practice. Students also will study basic aspects of French culture and civilization. Prerequisite: Not open to seniors..

### **FR 102 Elementary French**

**(4 Cr.)**

This course emphasizes learning to speak, read, write and understand French at a basic level. The course is appropriate for students that have one semester of college-level French or equivalent. The student assumes responsibility for completing workbook and text assignments and participating in class activities. Prerequisite: FR 101.

### **FR 201 Intermediate French**

**(3 Cr.)**

This course follows two or three years of high school French or two semesters of college French. The main emphasis is to review previously learned material, as well as to introduce more complex grammatical structures with emphasis on speaking and reading French. Prerequisite: FR 102 or permission from the instructor.

### **FR 202 Intermediate French**

**(3 Cr.)**

This is a continuation of the review and development of French. The course emphasizes proficiency in speaking, reading, writing and understanding the language as it is presented in everyday situations. Culture and history are an integral dimension. Students will be actively involved in furthering communicative skills as they interact in real-life situations. Prerequisite: FR 201 or two years high school French.

## **GERMAN COURSE DESCRIPTIONS**

### **GR 101 Elementary German**

**(4 Cr.)**

This is an introductory course designed to teach students to understand, speak, read and write in German. Students will become familiar with recent German culture and history. Emphasis is on learning the fundamentals of: grammar, speaking in simple sentences using correct pronunciation, responding to questions regarding everyday life, and reading short selections about everyday activities. Fundamentals of oral and written grammar and a correct reading of simple German is practiced. Prerequisite: Not open to seniors..

**GR 102 Elementary German  
(4 Cr.)**

This course emphasizes learning to speak, read, write and understand German at a basic level. The course is appropriate for students that have one semester of college-level German or equivalent. The student assumes responsibility for completing workbook and text assignments and participating in class activities. Prerequisite: GR 101.

**GR 201 Intermediate German  
(3 Cr.)**

This course follows two or three years of high school German or two semesters of college German. The main emphasis is to review previously learned material, as well as to introduce more complex grammatical structures with emphasis on speaking and reading German. Prerequisite: GR 102 or permission from department chair.

**ITALIAN COURSE DESCRIPTIONS**

**ITAL 101 Elementary Italian  
(4 Cr.)**

This course introduces students to the Italian language and culture. Students will learn basic grammar and vocabulary while studying pronunciation rules through oral and written practice. Students also will study basic aspects of the Italian culture and civilization.

**ITAL 102 Elementary Italian  
(4 Cr.)**

This course introduces students to the Italian language and culture. Students will learn basic grammar and vocabulary while studying pronunciation rules through oral and written practice. Students also will study basic aspects of the Italian culture and civilization. Prerequisite: ITAL 101.

**ITAL 201 Intermediate Italian I  
(3 Cr.)**

The goal of this course is to prepare students for fluency by striving for a mastery of the following four language skills: listening, speaking, reading and writing. This course will emphasize practice of grammar and communication skills in the classroom. Prerequisite: ITAL 102.

# MATHEMATICS (MT) and COMPUTER SCIENCE (CS)

## MATHEMATICS, COMPUTER SCIENCE

The Department of Mathematics and Computer Science at Cardinal Stritch University offers programs in Mathematics and Computer Science, that are designed to reflect the most current developments within the disciplines and to prepare students for a wide variety of careers. In most of our courses, students are expected to make use of computers, calculators, and other modern technologies to explore and experiment with important ideas and to develop a deep understanding of underlying concepts and problem-solving strategies. Teamwork, particularly in larger problem-solving experiences, is required in most of our courses. Students are encouraged to participate in internship opportunities and pre-professional activities.

Mathematics majors are prepared for the teaching profession, the business world, or graduate school. The department offers a strong minor in mathematics, which may be combined with College of Education and Leadership and Department of Public Instruction requirements for teacher certification at the Early Childhood/Middle Childhood (grades Pre-K–6) and/or Middle Childhood/Early Adolescence (grades 1–8) levels. These certification programs are approved by the Wisconsin Department of Public Instruction. The Mathematics major is required for students seeking teacher certification in Mathematics at the Early Adolescence/Adolescence (grades 6–12) level.

The Computer Science major gives students knowledge and skills necessary for the 21st century technology-centered workplace. Hands-on experience with appropriate technologies is integral to the computer science program. In many of the computer science courses, students work in teams to solve larger problems. In this way, they develop skills for working on project teams, providing valuable experience for careers. Computer Science majors are strongly advised to get job-related experience through computer projects and/or internships that take place in the world beyond the classroom. Because concepts in computer science are deeply rooted in mathematics, Computer Science majors are advised to complete their calculus requirement early in their program. The major provides the flexibility to allow students to pursue one or more concentrations as they explore the various sub-disciplines within computer science.

Teacher certification in computer science is available at the Early Adolescence/Adolescence (grades 6–12) level.

A minor in computer science complements a variety of majors, and prepares students to work in a computer-centered work environment. Students majoring in mathematics and/or business are particularly encouraged to complete a Computer Science minor.

The department also offers a strong minor in mathematics that serves as a good balance to a variety of majors. The Mathematics minor prepares one for a lifetime of learning and exploration. The minor in mathematics is designed to enable a student with a significant interest in mathematics to deepen his/her knowledge while pursuing a concentration in another field such as the Natural Sciences, Education, Computer Science, Accounting, etc.

The department also offers a technology certificate. A student who completes the technology certificate can later complete a minor or a major in Computer Science. For example, a student pursuing an Associate of Arts degree, might earn the technology certificate, and later complete a Bachelor of Arts degree with a major in Computer Science.

While we do not offer an undergraduate major in instructional technology, qualified undergraduate students are permitted – and teacher certification students are strongly advised – to take selected courses from the College of Education and Leadership's degree program of Instructional Technology.

### Mathematics Core Requirement

The core mathematics requirement is fulfilled by: MT 109, MT 120, MT 140, MT 195, or any 200-level or higher MT course. MT 109 meets the core mathematics requirement for students whose major does not require any other particular mathematics course. MT 120 is the core mathematics requirement for Political Science, Psychology, Sociology, Sport Management, Nursing (BSN), Business and Accounting majors. MT 140 is the core mathematics requirement for Art majors seeking a Bachelor of Arts degree and all Music majors. MT 195 is the minimum core mathematics requirement for Education majors, and other majors where quantitative reasoning and problem solving is integral to the major.

## MAJOR AND MINOR REQUIREMENTS

**Mathematics Major:** a minimum of 40 credits

Required courses for major: MT 210, 211, 212, 315, 320, 325, 365, 401, and at least four additional 400-level MT courses selected with faculty guidance. Students must take at least one two-semester sequence: (MT 365, 470) or (MT 325, 425). MT

401 is a capstone course in the major that is normally taken in the last semester of upper-division course work in the major. MT 401 is offered annually in the spring, so December graduates must take this in the spring before their last semester. PY 201 and 202 (Physics) are strongly recommended. Please check with your One Stop counselor regarding your science core.

Students seeking teacher certification in mathematics for grades 6-12 follow the same requirements as the Mathematics major, plus MT 103 and ED 432.

**Mathematics Minor:** a minimum of 22 credits

Required courses for minor: MT 210, 211, 325; MT 315 or 320, 325; and at least one of MT 410, 425, or 470. Additional courses to meet the minimum number of credits may be selected with faculty guidance from MT 209, 212, 315, 320, 365, 410, 425 or 470. MT 120 may be counted as an elective in the minor if taken prior to declaring the Math minor. Students seeking secondary certification are required to take MT 320.

**Mathematics Minor for Elementary/Middle Level Education Majors:** a minimum of 22 credits

Required courses for minor: MT 102, 103, 320, 365; at least one of MT 209, 210, 211, or 212; a computer science course to be chosen with department approval; and at least one additional mathematics course with departmental approval. In addition to the 22 credits of Mathematics one needs to take ED 313 (3 credits) that includes an on-site experience selected with College of Education and Leadership faculty guidance.

**Applied Mathematics Minor (Recommended for Students Majoring in Computer Science):** a minimum of 22 credits

Required courses for minor: MT 210, 211, 315, 410; and at least one of MT 365, 470, and/or 120. Additional courses to meet the 22-credit minimum may be from mathematics courses numbered above MT 200.

**Computer Science Major:** a minimum of 43 credits

Required courses for major: CS 212, 213, 305, 306, 315, 361, 401, 402, 407, and 415. Required mathematics course: MT 210.

At least two hours of internship experience (CS 402) is required.

At least nine hours of additional elective courses, chosen with faculty guidance, are required to complete the major. These electives may be chosen to complete one or more concentrations. Concentrations currently recognized by the department include: Web Application Development (CS 230, CS 240, CS 330), Game Development (CS 118, CS 250, CS 405), and Computational Modeling (MT 211, MT 365, MT 410). Check with the department for the complete list.

CS 401 is a capstone course in the major that is normally taken in the last semester (or last year) of upper-division course work in the major. CS 401 is offered annually in the spring, so December graduates must take this in the spring before their last semester.

Students who have little knowledge of computer science are encouraged to begin their studies with CS 107, and those who are planning to go on to further study are strongly encouraged to take MT 211. All computer science majors are encouraged to take PY 201 and 202 and to take a minor in a supporting field such as mathematics.

**Computer Science Minor:** a minimum of 22 credits

Required courses for minor: CS 107, 212, 213, 305, and 315; one of the following pairs of courses: (CS 118, 250); or (CS 240, 435); or (CS 407, 415); or (CS 230, 330). An additional course to complete the minor may be selected with faculty guidance from the following: CS 361, 390, 407, 415, 435. CS 390 can be taken for variable credits of 1 to 3.

**Minor in Computer Science for Secondary DPI Certification (for Students Seeking Secondary Certification in CS):** a minimum of 22 credits

Required courses for minor: CS 107, 212, 213, 305, and at least one of the following: CS 230 or 361. Additional courses to meet the 22-credit minimum may be selected, with faculty guidance, from CS 390, 407, and 435. CS 390 can be taken for variable credit.

**Technology Certificate**

A minimum of 18 credits including CS107, 212, 230, and 305. Additional courses selected with faculty guidance may be chosen from CS 213, 240, 306, 315, 330, 361, 390, and 407.

## **Teacher Certification Programs**

Requirements set by the Department of Public Instruction for all certifications vary from time to time. Individuals in teacher certification programs must meet with department advisors every semester until they complete requirements.

## **Department Grading Policy**

No grade lower than a "C" will be accepted in a student's major, minor, or required auxiliary courses.

## **MATHEMATICS COURSE DESCRIPTIONS**

### **MT 010 Fundamentals of Mathematics I**

**(3 Cr.)**

This course is an extensive review of the fundamentals of mathematics. The topics covered include arithmetic of whole numbers, fractions, decimals and signed numbers; ratios, rates and proportions; percents; elementary descriptive statistics; applications for business and consumer math; and an introduction to algebra. Use of a scientific calculator is taught and strongly encouraged. Although assessed for three credits, this course does not carry University credit.

### **MT 095 Algebra Basics**

**(3 Cr.)**

This course reviews many of the topics covered in a traditional first course in algebra. These topics include real numbers, linear equations, exponents and polynomials, linear graphs and linear systems. Quadratic expressions and solving quadratic equations by factoring are introduced. Although assessed for three credits, this course does not carry University credit. Prerequisite: Placement results or MT 010.

### **MT 102 Math for Elementary/Middle School Teachers I**

**(3 Cr.)**

This course is designed for teachers who will be teaching in the elementary grades (1-9). The content of this course reflects the Common Core Standards for Mathematics. Students will study estimation, computation, number systems and number theory, geometry, measurement, probability, statistics, fractions, decimals, percents, number patterns and relationships, and algebra.

### **MT 103 Math for Elementary/Middle School Teachers II**

**(3 Cr.)**

This course continues the investigation of the grades 1-9 mathematics content using problem solving, critical thinking strategies and methodology. Students will become familiar with current applications of mathematics. Technology is an integral part of the course. Students will learn to examine, represent, invent, transform, conjecture, justify, apply, and communicate mathematics in cooperative group and individual situations. This course examines the mathematical curriculum found in the Common Core Standards for Mathematics. Prerequisite: MT 102 or departmental approval.

### **MT 104 Mathematics for Early Childhood Teachers I**

**(3 Cr.)**

This is a mathematics content course that is designed for teachers who will be teaching in early childhood education. The content of this course reflects the Common Core Standards for Mathematics. Students will study mathematical processes, sets, functions, logic, whole numbers, integers, fractions, geometry, number theory, and measurement, and are expected to use appropriate math vocabulary. Students also will be immersed in various problem-solving situations, both individually and cooperatively. Corequisite: CA 207, ECUE 211.

### **MT 105 Mathematics for Early Childhood Teachers II**

**(3 Cr.)**

This is the second mathematics content course that is designed for teachers who will be teaching in Early Childhood Education. Students will continue to study mathematical processes, sets, functions, logic, whole numbers, integers, and fractions; expand their knowledge of geometry, number theory and measurement; and be expected to use appropriate math vocabulary. Students will be immersed in various problem-solving situations, both individually and cooperatively. Prerequisite: MT 104. Corequisite: ECUE 291, ECUE 398, EN 201.

### **MT 107 Intermediate Algebra**

**(3 Cr.)**

Intermediate Algebra is designed to address, at the college level, intermediate algebra topics. These topics include properties of real numbers, solving and graphing linear equations and inequalities, quadratic equations and inequalities, and solving exponential



equations. The concepts of function and conic sections also will be introduced, time permitting. Prerequisite: Placement results or MT 095.

**MT 109 Mathematics: A Human Endeavor  
(3 Cr.)**

This course covers a broader view of mathematics than computation. Topics include inductive and deductive reasoning, patterns in number sequences, logic, set theory and discussions of infinity, systems of numbers, graph theory, explorations in geometry, methods of counting, probability and statistics. The focus of this course is to view the nature of mathematics as an organized, beautiful body of thought. Prerequisite: Placement results or MT 095.

**MT 120 Applied Statistics  
(3 Cr.)**

Basic statistical methods are discussed and practiced in this course. Topics include displaying and describing distributions, measures of center and spread, correlation and linear regression, methods of gathering data through sampling and statistical experiments, sampling distributions, the normal distribution and the central limit theorem, confidence intervals for proportions and means, hypothesis testing for proportions and means, and comparing two proportions and two means. Prerequisite: Placement results or MT 107 (previously MT 115) .

**MT 140 Visual Mathematics  
(3 Cr.)**

The links between mathematics and the arts are many and date back to prehistory. This course is intended for those students majoring in the fine arts (including music as well as the visual arts). The mathematical content of this course is explicitly linked to important ideas in art, music, and graphic design. Topics include similar triangles and proportions; musical intervals and ratios, the development of three-dimensional thinking and a mathematical analysis of perspective; fractals, logarithms, and fractal dimension; Fibonacci numbers, the Golden Ratio, quadratic equations, and limits; and computer representation of art. Prerequisite: ART 101, art major.

**MT 195 College Algebra  
(3 Cr.)**

This course provides an overview of the fundamental concepts of algebra. Topics include linear and quadratic equations and inequalities; the Cartesian plane and graphing; using a graphing utility; functions; graphs and models; polynomial and rational functions; exponential and logarithmic functions; systems of equations, inequalities and matrices. Prerequisite: Placement results or MT 107 (previously MT 115).

**MT 209 College Algebra and Trigonometry  
(4 Cr.)**

This course is an investigative study of topics in algebra, trigonometry, and analytical geometry that are needed by students who will continue their study in calculus or the natural sciences. Topics include coordinate and analytic geometry; factoring and simplification of expressions; solving equations and systems of equations; and a broad study of the representations and properties of linear, polynomial, rational, exponential, logarithmic, and trigonometric functions. Prerequisite: Placement results or MT 107 (previously MT 115).

**MT 210 Calculus I  
(4 Cr.)**

Calculus is a transition course from lower-division courses to upper-division mathematics and computer science courses. Students will extend their experience with functions as they study the fundamental concepts of calculus: limits, difference quotients and the derivative, Riemann sums and the definite integral, antiderivatives, indefinite integrals and the Fundamental Theorem of Calculus. Students will review and extend their knowledge of trigonometry and basic analytic geometry. Important objectives of the calculus sequence are to develop and strengthen the students' problem-solving skills and to teach them to read, write, speak and think in the language of mathematics. In particular, students will learn how to apply the tools of calculus to a variety of problem situations. Prerequisite: Placement results or strong background in algebra and some familiarity with trigonometry (high school trigonometry and advanced algebra or MT 209).

**MT 211 Calculus II  
(4 Cr.)**

This course is a continuation of MT 210. While the first semester focuses on differential calculus, this course focuses on integral calculus. Students will extend their experience with functions, limits, Riemann sums, the definite integral, antiderivatives, and the Fundamental Theorem of Calculus. This course includes an introduction to sequences and series. Prerequisite: MT 210.

**MT 212 Calculus III**  
**(4 Cr.)**

This course builds on the foundations laid in Calculus I and II. Topics include a review of infinite sequences and series; vectors and the geometry of space; vector functions; partial derivatives; multiple integrals; and vector calculus. Prerequisite: MT 211.

**MT 215 Selected Topics**  
**(1 - 4 Cr.)**

This is a study of a particular topic in the field of mathematics. This course may be taken more than once, but no more than a total of four credits apply toward the major. Prerequisite: MT 210, departmental approval.

**MT 217 Accelerated Calculus**  
**(5 Cr.)**

This course offers students who have had some calculus an intense, fast-paced, one-semester course covering the material in MT 210-211, Calculus I and II. This course is appropriate for students who have taken an Advanced Placement calculus course in high school, and do not place into MT 212 Calculus III. This would also be a good course for students in the Master of Arts in Teaching (MAT) program who are seeking teacher certification for mathematics. This course covers limits, difference quotients, a conceptual development and definition of derivative, Riemann sums, a conceptual development and definition of the definite integral, antiderivatives, the Fundamental Theorem of Calculus, and an introduction to sequences and series. This is an ambitious course; the intention is to cover the material of two four-credit courses in one semester. The student will be challenged to grow in mathematical maturity, and to develop and strengthen problem-solving skills while reading, writing, and thinking in the language of mathematics. Prerequisite: Placement results or strong background in algebra, some familiarity with trigonometry, a previous course in calculus (e.g., AP calculus), and department approval.

**MT 315 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 CS 315. Prerequisite: MT 209 or departmental approval.

**MT 320 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 are modeled through the use of dynamic geometry software. Prerequisite: MT 209 or departmental approval.

**MT 322 Topics in Geometry**  
**(3 Cr.)**

This course offers a variety of geometrical topics which may include taxicab geometry, conic sections, four-dimensional space, trigonometry in the unit circle, the geometry of the sphere, and geometric patterns in art. The subjects are determined by the instructor and the needs of the students. Prerequisite: Departmental approval.

**MT 325 Linear Algebra**  
**(3 Cr.)**

This course offers the student a concrete introduction to linear algebra, including vector spaces in two-, three-, and high-dimensions; bases of vector spaces; eigenvalues and eigenvectors; linear transformations; matrices; determinants; and the solution of systems of linear equations. This is the first semester in a two-semester sequence; the second course, MT 425 Abstract Algebra, builds on the content of this first course to develop the concept of algebra structures. Prerequisite: MT 210, MT 211 or equivalent, MT 315 or MT 320.

**MT 365 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. Prerequisite: MT 209 or department approval.

### **MT 400 Independent Study/Internships**

**(2 Cr.)**

This involves the independent study of the particular subject under the direction of a faculty member. Independent study can be terminated at the discretion of the faculty member if the student does not progress at a rate which meets minimum expectations. Prerequisite: B (3.0) average in mathematics courses, junior or senior standing, consent of the department head and the cooperating faculty member prior to registration for the course.

### **MT 401 Seminar**

**(4 Cr.)**

This is a culminating experience for majors in mathematics who are near the end of their program of studies. The objectives of this seminar are to review fundamental concepts of mathematics; provide opportunities for students to integrate, synthesize and/or extend their knowledge base in mathematics; develop collaborative problem-solving skills in a peer group; and explore career opportunities available to graduates in mathematics. A faculty member acting as a facilitator will provide a list of topics to be covered on the exam and some problems for class discussion. Readings in mathematical history or philosophy may also be required. Students will be expected to play a major role in planning and carrying out activities to meet the course objectives. This course is normally taken in a student's final year of upper-division coursework in the major. Prerequisite: Senior standing, MT 212 and departmental approval.

### **MT 410 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. Prerequisite: MT 211.

### **MT 421 Topology**

**(3 Cr.)**

This one-semester introduction to topology is intended for strong mathematics majors. The goal is to introduce the student to basic concepts of topology, open and closed sets, topological spaces, product spaces, continuity, homeomorphisms, connectedness, compactness, separation properties and metric spaces. Students are challenged to become fluent in logical mathematical reasoning. They learn to read and write good mathematical proofs and to clearly articulate mathematical concepts and processes. By studying the problems and methods of topology, students learn ways that mathematicians have grappled with describing intrinsic qualitative properties of space, that is, properties that are independent of size, location or space. This should not be the student's first course in doing mathematical proofs. A student who has a grade of A in MT 315 or MT 320 should be well-prepared for this course. Prerequisite: Departmental approval.

### **MT 425 Abstract Algebra**

**(3 Cr.)**

This course is a study of sets, mappings, operations, relations, partitions, and basic algebraic structures, including groups, rings, integral domains, fields, and vector spaces. This is the second course in a two-semester sequence which introduces the student to algebraic structures; it builds on the introduction to vector spaces which is begun in the first course, MT 325 Linear Algebra. Prerequisite: MT 315 or MT 320, and MT 325.

### **MT 450 Numerical Analysis**

**(3 Cr.)**

Numerical analysis, particularly applied numerical analysis, is concerned with obtaining numerical solutions to problems which do not lend themselves to solution by ordinary mathematical analysis. Since calculators and digital computers do not really use real numbers, numerical problems are compounded when such tools are used to do the number crunching. Often, the only way to get an idea of the solution is to approximate the problem in such a way that numbers representing the solution can be produced. The purpose of this course is to introduce the student to some modern numerical methods, to improve the student's skills in using the computer as a tool to solve numerical problems, to increase the student's awareness of problems inherent in obtaining numerical solutions, and to make the student a more discerning consumer of numerical solutions and software which claims to produce numerical solutions. Prerequisite: The student should have completed three semesters of calculus and have a working knowledge of a higher-level programming language. A student who has a grade of A in MT 210 and MT 211 may seek approval of the instructor..

### **MT 460 Introduction to Complex Analysis**

**(3 Cr.)**

Calculus ordinarily covers a wide range of topics involving real-valued functions. Complex analysis extends these topics to the system of complex numbers. Topics covered in this introductory course include the algebra of complex numbers; various representations of complex numbers (points, vectors, polar forms); analytical functions; exponential, trigonometric and logarithmic functions; complex integration; and series representations for analytic functions. Prerequisite: MT 212 or departmental approval.

### **MT 470 Theory of Probability and Statistics**

**(3 Cr.)**

Through a study of theory and applications, this course introduces the theoretical underpinnings of the basic concepts of probability and sampling distributions, estimation, tests of hypotheses, regression, and correlations. Prerequisite: MT 211 and MT 365.

### **MT 480 Advanced Calculus**

**(3 Cr.)**

This is a study of the theory of calculus from an advanced viewpoint. Limits, continuous and differentiable functions, theory of integration, sequences and series, convergence, transformations of n-space, line and surface integrals are studied. Prerequisite: MT 212.

### **MT 485 Advanced Topics in Mathematics**

**(1 - 3 Cr.)**

The content of this course is not fixed. Topics covered vary depending upon the interests and background of the faculty member offering the course and the students involved. Prerequisite: Instructor approval.

## **COMPUTER SCIENCE COURSE DESCRIPTIONS**

### **CS 104 Technology - Tools for Learning**

**(3 Cr.)**

This course provides a foundation in technology use. Included are an introduction to the latest and most current information available on computers and technology. Students will gain a solid understanding of the current trends in technology and computer concepts as they are applied to the digital world. Hands-on application of word processing, spreadsheets and charts, and presentation software are emphasized. The effective and ethical use of the Internet as an information resource is considered. Searching techniques applicable to library online catalogs, electronic databases, and the Internet are examined. Students also explore the use of word processing software to produce a paper in APA and/or MLA format.

### **CS 107 Introduction to Computer Science**

**(3 Cr.)**

An overview of the past and current computer technologies and trends, this course covers different areas of computing including binary systems, data representation, hardware, software, programming languages, network, Internet, and the Web.

### **CS 118 Principles of Interactive Media**

**(3 Cr.)**

This course introduces the different aspects of computer-based interactive media and games and the critical approaches in developing and the tools for analyzing them. This course discusses the process of game development, the roles of different participants in the development process, and how the technical and the artistic development proceed in tandem. Group work is emphasized. Prerequisite: Familiarity with computers.

### **CS 212 Structured Programming**

**(3 Cr.)**

This course is an introduction to programming. Its main emphasis is on developing an application based on the analysis of the user's requirements. The main programming structures such as iteration, decision making, user-defined functions, arrays and string functions are covered as well as algorithm development. The analytical design of the user interface and professional documentation also are covered in this course. Prerequisite: CS 107 or departmental approval.

### **CS 213 Object-Oriented Programming**

**(3 Cr.)**

The concentration of this course is on object-oriented analysis, design, and programming. Data abstraction, classes, methods, inheritance, exception handling, and polymorphism are studied. Prerequisite: CS 212 or departmental approval.

### **CS 215 Selected Topics**

**(1 - 4 Cr.)**

This is a study of a particular topic in the field of computer science. This course may be taken more than once but no more than a total of four credits apply toward the major. Prerequisite: CS 212 and departmental approval.

### **CS 230 Web Page Creation**

**(3 Cr.)**

Modern techniques in Web page analysis and design are used to create, maintain, and enhance Web pages. Issues of consistency, usability, interactivity, accessibility, and uniformity in the organization of the layout design are covered in addition to mark-up languages and client scripting. Prerequisite: Familiarity with computers.

**CS 240 Visual Programming****(3 Cr.)**

The course introduces the design process of creating effective and user-friendly graphical user interfaces (GUI). Various components and behavior of graphical user interfaces including forms, controls, object manipulation, and application flow are covered.

Corequisite: CS 212.

**CS 250 Game Programming****(3 Cr.)**

This course focuses on creating computer games. It starts from the general design concepts and further covers the development and implementation phase followed by the ongoing maintenance and management. All aspects of game production in a single system are covered. Topics such as game planning, 2-D graphics, effects, lights, camera, transformations, motions, interaction, and more are discussed in the context of programming. Prerequisite: CS 213.

**CS 300 Assembly Language****(3 Cr.)**

Course members will learn the function of an assembler and the role of assembly language as a development tool and also as a means of better understanding how computers work. Students will create and execute assembly language programs and compare a variety of assemblers on different systems. Prerequisite: CS 213 or departmental approval.

**CS 305 Computer Architecture****(3 Cr.)**

This course provides a conceptual tour of the inside of a computer, and a study of computer components, their structure and function. Course members will learn about the central processing unit, digital logic, computer arithmetic, data representation, instruction execution, and machine assembly languages. Prerequisite: CS 212 or departmental approval.

**CS 306 Data Structures****(3 Cr.)**

Various data structures including lists, trees, and tables, and algorithms such as searching, sorting, and recursion with emphasis on program analysis and design are studied. The choice of appropriate data structures based on the analysis of the problem domain with application testing/modifications also are discussed. Prerequisite: CS 213.

**CS 315 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: MT 209 or departmental approval.

**CS 330 Advanced Web Topics****(3 Cr.)**

Web development in a client-server or multi-tier environment is studied using advanced features of markup languages (in particular, EXtensible Markup Language or XML), server pages, and other server-side scripting languages. Prerequisite: CS 212, CS 230.

**CS 361 Network and Telecommunications****(3 Cr.)**

This course deals with different types of networks such as local area networks (LANS) and wide area networks (WANS). Practical experiences with local area networks will allow students to make connections with theory and implementation. The concepts and theory of network topologies, protocols, design, switching, routing, and network operations are covered. Prerequisite: CS 107 or department approval.

**CS 390 Technology Projects****(1 - 3 Cr.)**

This is a directed study or practicum in which the student designs, implements, tests, and/or maintains a technology project including software, hardware, networking, etc. The project is assigned by the directing faculty member. The course may be taken more than once, but not for more than a total of three credits. Prerequisite: CS 212 and departmental approval.

**CS 400 Independent Study****(1 - 3 Cr.)**

This involves the independent study of the particular subject under the direction of a faculty member. Independent study can be terminated at the discretion of the faculty member if the student does not progress at a rate which meets minimum expectations.

Prerequisite: B (3.0) average in computer science courses, junior or senior standing, consent of the department head and the cooperating faculty member prior to registration for the course.

**CS 401 Seminar  
(4 Cr.)**

This is a culminating experience for majors in computer science who are near the end of their program. The objectives of this seminar are to review fundamental concepts of mathematics; provide opportunities for students to integrate, synthesize and/or extend their knowledge base in computer science; develop collaborative problem-solving skills in a peer group; and explore career opportunities available to graduates in computer science. A faculty member acting as a facilitator will provide a list of topics to be covered on the exam and some problems for class discussion. Students will be expected to play a major role in planning and carrying out activities to meet the course objectives. This course is offered once each year in the spring semester, and is normally taken in a student's final year of upper-division coursework in the major. Prerequisite: Senior standing, MT 210 and department approval.

**CS 402 Computer Science Internship  
(1 - 3 Cr.)**

This course is designed to give students an opportunity to gain practical experience in the computer science career field by working with a participating firm or organization. Two internships are recommended: one as a service to a non-profit organization, and one working in a corporate environment. CS 402 may be repeated for a maximum of 6 credits applicable to the computer science major. Prerequisite: Sophomore standing or above, completion of 12 minimum hours of computer science courses and departmental approval.

**CS 405 Advanced Interactive Software Implementation  
(3 Cr.)**

In this course, students will have the opportunity to incorporate concepts from all previous computer science courses to create a comprehensive interactive game or software. Students will work individually as well as in project teams on given problems to identify the main goal of the problem, analyze it and select several alternative solutions. Finally, the most feasible solution will be selected. This is a highly interactive course which includes learning new technologies and revisiting topics from both general education and major courses. Prerequisite: CS 118, CS 213.

**CS 407 Database Management Systems  
(3 Cr.)**

Because of their power and usefulness, an understanding of database management systems (DBMS) and their application is important to all computer users. This course is a study of database management systems, DBMS models, database design, implementation, and management. Students will learn to use real database products through hands-on experiences. Prerequisite: CS 212.

**CS 415 Systems Analysis and Design  
(3 Cr.)**

Information systems are built to perform a variety of tasks. This course deals with techniques employed in the analysis, design, implementation, management, and maintenance of information systems. Students, through course projects, will participate in the systems analysis and design process. Team work is emphasized. Prerequisite: CS 213.

**CS 435 System Software  
(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 and trends including open source and non-open source operating systems, compilers, and drivers. The students will learn how to customize the system environment using different scripting techniques. In addition, different system level services and servers and their configuration will be covered. Prerequisite: CS 212, CS 305.

**CED 326 Survey of Emerging Educational Technologies  
(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 330 or departmental approval.

**CED 330 Computer and Instructional Technology Use in Schools  
(3 Cr.)**

This is a course for those who want to gain experience in the use of computers personally and professionally. The computer and modern instructional technologies are valuable tools to support teaching and learning. Class participants will gain hands-on experience using and evaluating educational software and multimedia instructional materials. Additional topics include ethics of computer use, the role of computers as teachers' and students' productivity tools. Prerequisite: Departmental approval.

### **CED 331 Multimedia Concepts/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 and will learn to create powerful and exciting 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.

# NATURAL SCIENCES

## BIOLOGY, CHEMISTRY, PRE-PROFESSIONAL CERTIFICATE PROGRAM

### Biology (BL)

The mission of the Biology program (major and minor) is to prepare students to pursue careers in research, teaching, industry or health care by providing an education in the fundamental concepts, knowledge and laboratory/field techniques and skills of the life sciences. The faculty of the Department of Natural Sciences are dedicated to providing students an academically challenging and technically innovative curriculum that helps foster a spirit of investigation and analytical thought, and an appreciation for the earth and all living things in accordance with the Franciscan tradition.

The Biology program (major and minor) prepares students in the following areas:

**Content:** Students will have a broad background in the fundamental concepts of their specific discipline.

**Technical proficiencies:** Students will develop knowledge and experiences in the basic methods, instrumentation and quantitative analytical skills used to conduct scientific research.

**Communication:** Students will be able to communicate with professional and lay audiences about their specific discipline. This includes the ability to coherently communicate in both oral and written form using discipline-specific formats as appropriate for professional audiences.

**Critical thinking:** Students will demonstrate a foundation in the fundamentals of scientific inquiry and critical analysis of data. Students will be able to interpret research reports and journal articles and to analyze and draw conclusions from data. They will have the ability to design a useful, workable experiment to address a discipline specific question.

Biology courses that fulfill the University's core requirements: BL 102, 104, 105, 207, 210, 220.

### MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses which do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as for general education (core) or elective requirements.

**Biology Major:** 38 credits (plus an additional 22 auxiliary credits)

Required courses for major: BL 105, 106, 202, 203, 207, 306, 307, 308, 403, 405.

Additional required courses depending on focus: Research focus requires students take BL 402, 406 and 407. Pre-professional focus requires students take BL 410 and 411. Teaching focus requires students take BL 401 plus student teach.

Required auxiliary courses for major: CH 113, 114, 201, 202, 211, 212; two courses in mathematics.

**Biology Minor:** 22-24 credits (plus an additional 22 auxiliary credits)

Required courses for minor: BL105, 106, 207, 306, 307 and one other biology course above 200.

Auxiliary courses for minor: CH 113, 114, 201, 202, 211, 212; two courses in mathematics.

**Biotechnology Minor:** 27-28 credits (plus an additional 22 auxiliary credits)

Required courses for biotechnology minor: BL 105, 106, 205, 206, 209, 302, 306, 308; CH 301 or 302

Required auxiliary courses for biotechnology minor: CH 113, 114, 201, 202, 211, 212, two math courses - one must be college level algebra or higher.



A minimum of a "C" (2.0) is required for each course in the Biology major or minor. This includes the auxiliary courses. A student earning a grade lower than the minimum acceptable grade in any course in the major or minor may repeat the course only once at Stritch. A student who receives a second unsatisfactory grade in any course in the major or minor will be dismissed from the major or minor field.

### **Requirements for Teacher Certification**

The courses required for the Biology major as listed above constitute the biology course sequence approved by the Department of Public Instruction (DPI) for certification of secondary teachers of biology. A course sequence for Elementary (grades 1-9) Science Teaching minor certification is also available. Students preparing to teach at the elementary or secondary level must meet all curricular standards set by the DPI. In addition to the sciences and mathematics, all required courses in the education sequence in preparation for teaching at the elementary or secondary levels must be completed. Please refer to the Education Department guidelines for further information.

Required courses for the elementary science teaching minor (24 credits): BL 105, 106, 401; CH 101, 109; BL/CH 210, PY 150; for education courses required for certification, see Education Section.

## **COURSE DESCRIPTIONS**

### **BL 101 Biological Sciences for Early Childhood Teachers**

**(3 Cr.)**

This activity-based course introduces students to the basic principles in biological sciences that will be applicable to their future as early childhood educators. The intent of this course is to prepare students using the guidelines of the Department of Public Instruction. Topics covered in this course are vital for early childhood teachers to take the state-mandated science content test (Praxis II). This course is only open to students who are enrolled in the Early Childhood Program.

### **BL 102 Principles of Biology**

**(4 Cr.)**

This course includes a study of some of the basic concepts of molecular biology, cell theory and structure, cell division and reproduction, energy acquisition and expenditure by organisms, evolution, plant structure and function, animal systems and genetics. This course can be used to fulfill a core requirement in the natural sciences. Students who register for this course must also register for lab BL 102L for the same term.

### **BL 103 Biological Sciences for Elementary and Middle School Teachers**

**(3 Cr.)**

This is an activity-based course designed for teachers who will be teaching in the elementary grades. This course reflects the Wisconsin Learner Standards for the Biological Sciences. Students study cell theory, plant and animal structure and function, how science is a mode of inquiry, science's role in today's society, and how to use the skills and processes of scientific inquiry. This course is only for students majoring in education.

### **BL 104 Concepts of Genetics**

**(4 Cr.)**

This is an introductory human genetics course intended for the non-science major. This course explores how certain traits are inherited and the molecular basis of that inheritance. Societal implications arising from genetic research and technology are also explored. This course can be used to fulfill a core requirement in the natural sciences. Students who register for this course must also register for lab BL 104L for the same term.

### **BL 105 General Biology I**

**(4 Cr.)**

This is an introductory course for biology majors that is also open to non-majors. In this course, students are introduced to cell division and reproduction, principles of genetic inheritance, gene theory and genetic engineering, and the theory of evolution including the history of the earth, natural selection and methods of speciation. For non-majors, this course can be used to fulfill a core requirement in the natural sciences.

### **BL 106 General Biology II**

**(4 Cr.)**

This is an introductory course for majors. Students are introduced to the biology of the cell, how organisms acquire and expend energy, and the basic structure and function of plant and animal organs, tissues and cells. Students who register for this course must also register for lab BL 106L for the same term.

**BL 111 Anatomy and Physiology I  
(4 Cr.)**

This is an introductory course primarily designed for freshman nursing students. It is a foundational course covering the basic structure and function of the human body at various levels, including the cell, the tissue, the organ, and the organ system. A minimal amount of chemistry is covered at the beginning of the course to enhance the student's understanding of the chemical processes underlying cellular function. The focus of this course is normal structure and function; however, some disease states may also be discussed. Laboratory studies using fetal pigs, cadavers, computer simulations and various live animals may be used to supplement the course material. Students who register for this course must also register for lab BL 111L for the same term.

**BL 112 Anatomy and Physiology II  
(4 Cr.)**

This course is a continuation of Anatomy and Physiology I. The basic chemistry, cell physiology and histology discussed in the first semester are applied to the organs and tissues involved in body control, defense, gas exchange, osmolarity, pH and reproduction. As in the first semester, the maintenance of homeostasis is the primary objective. The subject matter concentrates on normal structure and function; however, some disease states also may be discussed. Laboratory studies using fetal pigs, computer simulations and various live animals may be used to supplement the course material. Students who register for this course must also register for lab BL 112L for the same term. Prerequisite: BL 111.

**BL 202 Microbiology  
(3 Cr.)**

This is a general introductory course that deals with the fundamentals of microbiology including morphology, physiology, and ecology of viruses, bacteria, and other major microbial groups. Prerequisite: Chemistry in the last five years or CH 107, CH 113 or CH 114 and one semester of university biology.

**BL 203 Microbiology Laboratory  
(1 Cr.)**

This introductory laboratory course introduces the student to the fundamentals of microbiology including the morphology, physiology, and ecology of viruses, bacteria, and other major groups of microorganisms, using basic laboratory techniques. Prerequisite: Enrolled concurrently with BL 202 or have had BL 202 or equivalent within last three years..

**BL 205 Cell Culture and Microscope Techniques  
(2 Cr.)**

Students learn basic cell culture techniques, the theory behind the techniques, and the current applications of those techniques in research. The topics that are covered include: aseptic technique, isolation of primary cultures, cell quantification, growth and maintenance of adherent versus suspension cultures, cryopreservation and thawing, and viability and proliferation detection. Students also learn basic microscope techniques including the use of an inverted microscope. Prerequisite: One semester of university-level biology and one semester of university-level chemistry.

**BL 206 Methods in Protein Purification  
(2 Cr.)**

In this laboratory course, students learn common techniques used to effectively separate and isolate proteins. Students examine how to separate proteins via precipitation, centrifugation and chromatography. Electrophoresis is used for both examination and purification of the final product as well as a means of separation. Protein stabilization and quantification techniques are used to analyze the resulting product. Prerequisite: One semester of university-level biology that includes cell structure and function, and one semester of university-level chemistry.

**BL 207 Plant Biology  
(4 Cr.)**

Plant Biology deals with the study of the structure, morphology, physiology and ecology of seed-bearing plants. Emphasis is on the interdependence of all living things and the central role of green plants in this scenario. In the laboratory, students learn and apply methods of scientific observation, develop principles of experimental design and analysis as they apply to plants. This course can be used to fulfill a core requirement in the natural sciences. Prerequisite: Biology within the last five years or departmental approval.

**BL 209 DNA Technology  
(2 Cr.)**

This hands-on course provides basic and practical knowledge on molecular genetics and recombinant DNA technology methods. Students learn DNA isolations, restriction enzyme digestions, DNA fingerprinting, PCR, and gene isolation, transformation and expression. Prerequisite: BL 301, BL 306 or BL 308.

**BL 210 Fundamentals of Environmental Science  
(3 Cr.)**

This is a lecture and discussion course for non-science majors that includes a study of the principles of environmental science from the perspective of both biological and physical sciences emphasizing: the interrelationships among all organisms and their natural environments, natural resource management, mineral cycles, various energy sources, toxic and hazardous substances, and waste treatment strategies. Environmental issues and some of the ethical implications of human interaction with the environment are also discussed. This course can be used to fulfill a core requirement in the natural sciences and is cross-listed with CH 210.

### **BL 212 Environmental Science for Early Childhood Education**

**(3 Cr.)**

This course is designed to introduce the student to fundamental concepts in environmental science and apply them in the classroom setting. The major topics covered are energy, ecosystems, biodiversity, water resources, recycling and sustainable living. Since this course is designed around a series of field experiences, each major topic is initially introduced and discussed in the classroom followed by a related field experience. After the field experience, students are required to summarize, reflect upon, and apply important concepts based upon their experiences. This course is open only to students enrolled in the Early Childhood program.

### **BL 220 Introduction to Evolutionary Biology**

**(3 Cr.)**

This is an introductory science course for the non-major that introduces students to the theory of evolution, the historical foundations of evolutionary biology, the evidence that supports evolution, the role of natural selection and adaptation in the evolutionary process, and the history of life on earth. This course can be used to fulfill a core requirement in the natural sciences.

### **BL 301 Molecular Biology**

**(3 Cr.)**

In this course, students will learn the fundamentals of gene expression including protein and nucleic acid structure, DNA replication, transcription, translation, prokaryotic and eukaryotic gene regulation, mechanisms of exchange of genetic material, and recombinant DNA technology. Prerequisite: One semester of university-level biology that includes molecular genetics and one semester of university-level chemistry.

### **BL 302 Bioinformatics**

**(2 Cr.)**

This course is a primer on topics related to bioinformatics. This highly interactive course allows students to learn and master various programs and databases used in analyzing DNA and proteins. Practical workshops and projects involve building, characterizing and annotating an unknown sequence. Prerequisite: Molecular biology or equivalent.

### **BL 306 Cell Physiology**

**(4 Cr.)**

This course explores the structural and molecular organization of the cell as the basis of life processes. Students who register for this course must also register for lab BL 306L for the same term. Prerequisite: BL 105, BL 106, CH 201.

### **BL 307 General Physiology**

**(4 Cr.)**

This course is an integrated study of the functions of organs and organ systems and their control mechanisms in vertebrate organisms. Students who register for this course must also register for lab BL 307L for the same term. Prerequisite: BL 106, CH 201 or equivalent.

### **BL 308 Genetics**

**(4 Cr.)**

This course examines the principles, theories and current concepts of heredity, molecular genetics and genomics. Included are modern technologies, genetic manipulation and engineering, and ethical issues that impact society. Prerequisite: BL 306, CH 202.

### **BL 400 Independent Study**

**(1 - 3 Cr.)**

Independent Study Prerequisite: Department approval.

### **BL 401 Seminar: History and Philosophy of Biology**

**(2 Cr.)**

This is a seminar-format course that studies the development of scientific thought in the biological sciences from ancient to present times. Prerequisite: Department approval.

**BL 402 Research Design in the Natural Sciences****(1 Cr.)**

Students will produce a research proposal on an approved topic of their choice in science. They will participate in reading primary literature, journal-club style presentations, and detailed experimental design culminating in a research proposal. The student's research proposal will be the basis for the culminating research project for the science major capstone project. Cross-listed with CH 402.

Prerequisite: Junior standing in biology or departmental approval.

**BL 403 Developmental Biology****(4 Cr.)**

This course examines how a fertilized egg gives rise to the adult body and how that adult body produces the next generation. Students who register for this course must also register for lab BL 403L for the same term. Prerequisite: BL 306, CH 202 (BL 308 is recommended.).

**BL 405 Immunology****(2 Cr.)**

This course is an introduction to the current theories and understandings of the human immune system, and its genetics, applications, implications and limitations. Prerequisite: BL 306, CH 202.

**BL 406 Independent Research****(1 - 2 Cr.)**

Students will execute a research project based on an approved research proposal. They will carry out the laboratory work to complete their independent research project under the supervision of a faculty member in the department or a research scientist off campus.

Students must enroll in a total of 2 credits to meet the senior capstone requirement. Cross-listed with CH 406. Prerequisite: BL 402 or department consent; only for science majors or minors. Corequisite: BL 407.

**BL 407 Senior Capstone Seminar****(1 Cr.)**

This course will prepare students to communicate their research findings in a scientific report format. In this course, students will prepare a written and oral presentation of their completed research project and participate in journal club style presentations. Cross-listed with CH 407. Prerequisite: BL 402. Corequisite: BL 406.

**BL 410 History of Medicine****(2 Cr.)**

Using a seminar format, students will study the development of the medical sciences through the centuries, including ethical issues related to the medical field. This course is cross-listed with CH 410. Prerequisite: Department approval.

**BL 411 Seminar II: Clinical Experience****(2 Cr.)**

This course focuses on an internship/clinical experience. One of the goals of this experience is to give the students insight into the academic and practical challenges ahead of them in the pursuit of a career in a health care profession. This course is cross-listed with CH 411. Prerequisite: Junior standing, departmental approval.

# CHEMISTRY (CH) and PHYSICS (PY)

The mission of the Chemistry program (major, minor, and Environmental Chemistry minor) is to prepare students to pursue careers in research, teaching, industry or health care by providing an education in the fundamental concepts, knowledge and laboratory/field techniques and skills of the physical sciences. The faculty of the Department of Natural Sciences are dedicated to providing students an academically challenging and technically innovative curriculum that helps foster a spirit of investigation and analytical thought, and an appreciation for the earth and all living things in accordance with the Franciscan tradition.

The Chemistry program (major, minor, and Environmental Chemistry minor) prepares students in the following areas:

**Content:** Students will have a broad background in the fundamental concepts of their specific discipline.

**Technical proficiencies:** Students will develop knowledge and experiences in the basic methods, instrumentation and quantitative analytical skills used to conduct scientific research.

**Communication:** Students will be able to communicate with professional and lay audiences about their specific discipline. This includes the ability to coherently communicate in both oral and written form using discipline-specific formats as appropriate for professional audiences.

**Critical thinking:** Students will demonstrate a foundation in the fundamentals of scientific inquiry and critical analysis of data. Students will be able to interpret research reports and journal articles and to analyze and draw conclusions from data. They will have the ability to design a useful, workable experiment to address a discipline specific question.

Courses that satisfy core requirement: CH 101, 105, 107, 109; CH 210, PY 150

## MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses which do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as for general education (core) or elective requirements

**Chemistry Major:** 40 credits (plus an additional 20 auxiliary credits)

Required courses for major: CH 113, 114, 201, 202, 211, 212, 302, 307, 308, 310, 403, 404

Additional required courses depending on focus: Research focus requires students take CH 402, 406 and 407. Pre-professional focus requires students take CH 410 and 411. Teaching focus requires students take CH 401.

Required auxiliary courses: BL 106, PY 201, 202, MT 210, 211

**Chemistry Minor:** 23 credits (plus an additional, 7 auxiliary credits)

Required courses for minor: CH 113, 114, 201, 202, 211, 212, 302, 307

Required auxiliary courses for chemistry minor: BL 106, MT 107 or equivalent

**Environmental Chemistry Minor:** 25 credits (plus an additional 7 auxiliary credits)

Required courses for minor: CH 113, 114, 201, 202, 204, 211, 212, 307, 390

Required auxiliary courses: BL 106, MT 107 (intermediate algebra or equivalent)

Minimum grade of "C" (2.0 GPA) is required for each course in the Chemistry major/minor. If a student earns a grade lower than the minimum acceptable grade, he/she may repeat the course only once. If he/she receives a second unsatisfactory grade in any course in the major or minor, the student will be dismissed from the major or minor field.

## Teacher Certification

The courses required for the Chemistry major as listed above constitute the chemistry course sequence approved by the Department of Public Instruction (DPI) for certification of secondary teachers of chemistry. A course sequence for Elementary (grades 1-9) Science Teaching minor certification is also available. Students preparing to teach at the elementary or secondary level must meet all curricular standards set by the DPI. In addition to the sciences and mathematics, all required courses in the education sequence in preparation for teaching at the elementary or secondary levels must be completed. Please refer to the Education Department guidelines for further information.

Required courses in the elementary science teaching minor: CH 101, 109, 401; PY 150; BL 105, 106, BL/CH 210; for education courses required for certification, see Education Section.

## CHEMISTRY COURSE DESCRIPTIONS

### CH 101 Principles of Physical Sciences

(4 Cr.)

This course is designed to acquaint non-science majors with the basic principles of physics and chemistry with special emphasis on their application to daily living. A section on astronomy includes such concepts as galaxies, nebula, the solar system, evolution of the universe and life cycle of the stars. This course can be used to fulfill a lab science core requirement in natural sciences. Students who register for this course must also register for lab CH 101L for the same term. Prerequisite: MT 095 or equivalent.

### CH 102 Physical Sciences for the Early Childhood Teacher

(3 Cr.)

This activity-based course introduces students to the basic principles in physical sciences that would be applicable to their future as early childhood educators. The curriculum is based on Wisconsin Model Academic Standards for the Physical Sciences and Wisconsin Department of Public Instruction content guidelines for science education. Topics covered in this course are vital for early childhood teachers to take the state-mandated science content test (Praxis II). Prerequisite: MT 102.

### CH 103 Physical Sciences: Elementary and Middle School Teachers

(3 Cr.)

This is a hands-on, activity-based course for students preparing to teach at the elementary/middle school level only. This course focuses on the basic principles of physics and chemistry. A section on astronomy includes the study of earth and other celestial objects in the sky. Students study science as a mode of inquiry, understand the central role of science in today's society, and learn how to use the skills and processes of scientific inquiry to relate and interconnect different science disciplines. Prerequisite: MT 102 or equivalent.

### CH 105 The Chemical World: Concepts and Applications

(3 Cr.)

This is a laboratory course designed to be a hands-on learning experience relating chemistry concepts to relevant and familiar ideas. This course can be used to fulfill a core requirement in the natural sciences.

### CH 107 Fundamental Chemistry

(3 Cr.)

This is a course designed for non-science majors with no previous chemistry background. Studies cover the basic concepts of general chemistry. This course can be used to fulfill a core requirement in the natural sciences.

### CH 109 Concepts of Chemistry

(4 Cr.)

This is a study of the basic principles of inorganic, organic and biochemistry and is open to non-science majors. This course can be used to fulfill a lab science core requirement in the natural sciences. Students who register for this course must also register for lab CH 109L for the same term. Prerequisite: High school chemistry or CH 107 or equivalent.

### CH 113 General Chemistry I

(4 Cr.)

This course is a study of fundamental principles including atomic structure, the periodic table, chemical reactions, thermochemistry, and the gas laws. Students who register for this course must also register for lab CH 113L and discussion CH 113D for the same term. Prerequisite: High school algebra and high school chemistry or equivalent is required; course is not open to non-science majors..

**CH 114 General Chemistry II**  
**(4 Cr.)**

This course is a continuation of CH 113 and includes a continued study of fundamental principles including chemical bonding, chemical and acid-base equilibria, chemical kinetics and electrochemistry. Students who register for this course must also register for lab CH 114L and discussion CH 114D for the same term. Prerequisite: CH 113.

**CH 201 Organic Chemistry I**  
**(3 Cr.)**

This is a study of the essentials of organic compounds, including hydrocarbons, functional groups and biomolecules with emphasis on theory, structure, reactions, mechanism and spectroscopic methods. Students who register for this course must also register for lab CH 211L and discussion CH 201D for the same term. Prerequisite: CH 113, CH 114 or equivalent. Corequisite: CH 211 To take CH 201 independently requires departmental consent..

**CH 202 Organic Chemistry II**  
**(3 Cr.)**

This is a continuation of CH 201 and features a continued study of organic functional groups and biomolecules with emphasis on spectroscopic methods, structure, reactions and mechanism. Students who register for this course must also register for lab CH 212L and discussion CH 202D for the same term. Prerequisite: CH 201 or equivalent. Corequisite: CH 212 To take Ch 202 independently requires departmental consent..

**CH 204 Environmental Chemistry I**  
**(3 Cr.)**

This is a survey of concepts in environmental chemistry relating to nature, reactions, transport, and analysis of chemicals present in the environment. The chemical reactions and mechanisms involved in energy production/energy resources in the environment, water quality, atmospheric chemistry, and the chemistry of the earth's crust are emphasized. Special topics relevant to modern-day life including waste management/recycling, energy and fossil fuels, and water treatment also are introduced. Prerequisite: CH 201 (BL 105 is recommended.).

**CH 210 Fundamentals of Environmental Science**  
**(3 Cr.)**

This is a lecture/discussion course for non-science majors. The course includes a study of the principles of environmental science from the perspective of both biological and physical sciences emphasizing the interrelationships among all organisms and their natural environments, natural resource management, mineral cycles, various energy sources, toxic and hazardous substances, and waste treatment strategies. Environmental issues and some of the ethical implications of human interaction with the environment also are discussed. This course can be used to fulfill a core requirement in the natural sciences. Course is cross-listed with BL 210.

**CH 211 Organic Chemistry I Lab**  
**(1 Cr.)**

This is a hands-on study of organic laboratory techniques and investigations in correlation with CH 201 Organic Chemistry I. Prerequisite: CH 113, CH 114. Corequisite: CH 201 To take CH 211 independently requires departmental consent..

**CH 212 Organic Chemistry II Lab**  
**(1 Cr.)**

This is a hands-on study of organic laboratory techniques and investigations in correlation with CH 202 Organic Chemistry II. Prerequisite: CH 113, CH 114. Corequisite: CH 202 To take CH 212 independently requires departmental consent..

**CH 301 Introduction to Biochemistry**  
**(4 Cr.)**

Students learn about the properties of biological molecules. Course content includes: the structure and function of proteins, carbohydrates, lipids and nucleic acids; kinetics and mechanism of enzymatic catalysis; and metabolism. Prerequisite: One semester of college biology and one semester of college chemistry.

**CH 302 Biochemistry**  
**(3 Cr.)**

This is a study of the chemical foundations for life focusing on proteins, carbohydrates, lipids and nucleic acids. Course content includes: the relationship of composition and structure to the properties and functions of bioorganic molecules; enzyme activity, kinetics and inhibition; bioenergetics and metabolism. Prerequisite: CH 202, BL 106.

**CH 307 Analytical Chemistry I**  
(4 Cr.)

This course is an introduction to the quantitative analysis of inorganic compounds. Laboratory instruction includes classical and instrumental methods: gravimetry, titrimetry and absorptimetry. The lecture consists of theoretical foundations for the methods of analysis used in the laboratory. Students who register for this course must also register for lab CH 307L for the same term. Prerequisite: CH 114.

**CH 308 Analytical Chemistry II**  
(3 Cr.)

This course is an introduction to the theories, operations, and applications of spectroscopic, electrochemical, and chromatographic instrumentation used in chemical analysis. Students acquire hands-on experience in the operation and use of several instruments commonly employed in inorganic and organic chemical analysis. Students who register for this course must also register for lab CH 308L for the same term. Prerequisite: CH 307.

**CH 310 Inorganic Chemistry**  
(2 Cr.)

This course is a study of selected topics in inorganic chemistry, including symmetry and group theory, molecular orbital theory, coordination chemistry and organometallics. Prerequisite: CH 114.

**CH 390 Environmental Chemistry II**  
(2 Cr.)

This course is an introduction to the theories and applications of selected types of instrumentation used in the chemical analysis of environmentally important compounds. Students acquire hands-on experience in the operation and use of several instruments employed in the chemical analysis of air, water and soil samples. Prerequisite: CH 204, CH 307.

**CH 400 Independent Study**  
(1 - 3 Cr.)

Independent study Prerequisite: Department approval.

**CH 401 Seminar: History and Philosophy of Chemistry**  
(2 Cr.)

This is a comprehensive study of the interdependence of chemistry and related fields using current literature and scientific investigation. Prerequisite: Departmental approval.

**CH 402 Research Design in the Natural Sciences**  
(1 Cr.)

Students will produce a research proposal on an approved topic of their choice in chemistry. They will participate in reading primary literature, journal-club style presentations, and detailed experimental design culminating in a research proposal. The student's research proposal will be the basis for the culminating research project for the science major capstone project. Cross-listed with BL 402. Prerequisite: Junior standing in chemistry or departmental approval.

**CH 403 Physical Chemistry I**  
(4 Cr.)

This is a study of basic principles and applications of thermodynamics, phase transitions and phase equilibria, and chemical kinetics. Students who register for this course must also register for lab CH 403L for the same term. Prerequisite: CH 307, PY 202, MT 211 or equivalent.

**CH 404 Physical Chemistry II**  
(4 Cr.)

This is a continuation of CH 403 and includes the study of basic principles and applications of quantum theory, atomic structure and spectroscopy, molecular structure and symmetry, kinetic theory of gases, kinetics of complex reactions, magnetic resonance, and electric and magnetic properties of molecules. Students who register for this course must also register for lab CH 404L for the same term. Prerequisite: CH 403.

**CH 406 Independent Research**  
(1 - 2 Cr.)

Students will execute a research project based on an approved research proposal. Students will carry out the laboratory work to complete their independent research project under the supervision of a faculty member in the department or a research scientist off campus. Students must enroll in a total of 2 credits to meet the senior capstone requirement. Cross-listed with BL 406. Prerequisite: CH 402 or department consent; only for science majors or minors. Corequisite: CH 407.



**CH 407 Senior Capstone Seminar**  
(1 Cr.)

This course will prepare the students to communicate their research findings in a scientific report format. In this course, students will prepare a written and oral presentation of their completed research project and participate in journal club style presentations. Cross-listed with BL 407. Prerequisite: CH 402. Corequisite: CH 406.

**CH 410 History of Medicine**  
(2 Cr.)

Using a seminar format, students will study the development of the medical sciences through the centuries, including ethical issues related to the medical field. This course is cross-listed with BL 410. Prerequisite: Departmental approval.

**CH 411 Seminar II: Clinical Experience**  
(2 Cr.)

The basic format of this course is that of an internship/clinical experience. One of the goals of this experience is to give the student insight into the academic, internship and practical challenges ahead of them. This course is cross-listed with BL 411. Prerequisite: Junior standing, departmental approval.

## **PHYSICS COURSE DESCRIPTIONS**

**PY 150 The Earth Revealed**  
(3 Cr.)

This course examines the interaction of the earth's geological systems and their relationship to everyday life. Plate tectonics, minerals, volcanoes, formation of land features, evolution of the earth, weathering and man's role in shaping the environment are among topics considered. This course can be used to fulfill a non-lab core requirement in the natural sciences.

**PY 201 General Physics I**  
(4 Cr.)

This is a study of the basic concepts of motion, heat and sound and their applications in everyday life. Students who register for this course must also register for lab PY 201L for the same term. Prerequisite: High school trigonometry, MT 209 or equivalent.

**PY 202 General Physics II**  
(4 Cr.)

This is a study of the basic principles of light, magnetism, and electricity and their applications in everyday life. The course includes an introductory study of some special topics in modern physics, including relativity, quantum mechanics, and atomic physics. Students who register for this course must also register for lab PY 202L for the same term. Prerequisite: PY 201.

**PY 400 Independent Study**  
(1 - 3 Cr.)

This is an independent study. Prerequisite: Departmental approval.

# PRE-PROFESSIONAL CERTIFICATE PROGRAMS

The three-year pre-professional certificate program satisfies the academic entrance requirements of most medical, veterinary, and pharmacy schools/colleges. Students will have the minimum requirements for application to the professional schools/colleges at the end of three years provided they follow the specified curriculum sequence designed for the program.

Stritch offers pre-professional programs in the following areas:

- Pre-chiropractic
- Pre-dentistry
- Pre-med
- Pre-optometry
- Pre-pharmacy
- Pre-veterinary

Students wishing to apply to a health professions school must declare their intention by the middle of the first semester of the sophomore year to either remain with the pre-professional certificate program or complete the Biology/Chemistry major. The University cannot guarantee completion of the certificate program in three years or the Biology/Chemistry major in four years unless the established curriculum sequence for the respective program is followed.

Most health professions schools require a high level of performance on a college specific admissions test (i.e. the MCAT Medical College Admission Test or GRE Graduate Record Examination) and a GPA of at least 3.4.

Required courses for the pre-professional program: BL 105, 106, 202 and 203, 306, 308; CH 113, 114, 201, 202, 211, 212, 302, 307; PY 201, 202; MT 120, 209/217; EN 101, 102, 150; BL/CH 410; BL/CH 411

In order to earn a major in one of the sciences (Biology or Chemistry), a student completing the certificate program would need to take the following additional science courses:

Biology major: BL 207, 307, 403, 405

Chemistry major: CH 308, 310, 403, 404; MT 210/211 or 217

# PSYCHOLOGY (PS)

Psychology is the science of behavior and mental processes in humans and other animals. It is a modern science that studies diverse subject matter and has applications to all academic fields of study. Psychology investigates topics as causes of depression, how the brain responds to drugs, management of daily stressors, how people effectively interact with each other, and ways in which gender, age, and culture influence behavior.

Psychology majors are offered a solid foundation that prepares them for careers in mental health, research, and related fields. A major emphasis is preparation for graduate programs. Students take one of several tracks (series of courses) that are specific to their interests. The curriculum emphasizes solid course content, first hand experiences, and skills that can be applied to the promotion of human and animal welfare. Students work directly with clients through internships and present research papers at professional conferences. Active psychology student organizations provide valuable experiences outside the classroom.

The Psychology Department offers courses that are beneficial for students in majors other than psychology. Students in nursing, sociology, education, and business often minor in psychology because of the valuable background it provides.

**Mission Statement of the Department of Psychology:** The Psychology Department believes that students are lifelong learners. Through courses and experiences, Cardinal Stritch University students acquire the attitude and ability to think critically in evaluating information and making informed decisions. Sensitivity to and appreciation for diversity, respect for the dignity and worth of others, and an appreciation and understanding of differences such as those associated with age, gender, race, ethnicity, sexual orientation, religion, socioeconomic status, disability, and multicultural experiences are essential.

## MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses that do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as for general education (core) or elective requirements.

**Psychology Major:** 42 credits (35 department credits, 7 auxiliary credits)

Required courses for major: PS 201, 303, 304, 355 and 401 and 403, plus five electives in psychology. MT 120, PS 303, 304 and 401 must be taken in sequence and during different semesters. PS 355 and 401 must be taken during senior year. Students should review prerequisite requirements for all courses in the major/minor.

Required auxiliary courses for major: MT 120 and one laboratory course in Biology (department approval required).

Five electives are required. At least one elective course must be taken in three of the following five subject areas: developmental, clinical/counseling, diversity, biological or additional electives. Approved electives include PS 202, 205, 220, 221, 223, 235, 250, 260, 265, 275, 280, 302, 308, 309, 320, 325, 354, and 400.

Psychology majors will not receive Psychology credit for PS 150. Students are encouraged to take PS 308, 309 and 320 in sequence.

**Psychology Minor:** 28 credits (25 department credits, 3 auxiliary credits)

Required courses for minor: PS 201, 303, 355 and five electives in psychology.

Required auxiliary course for minor: MT 120. MT 120 and PS 303 must be taken in sequence and during different semesters. At least one elective course must be taken in three of the following five subject areas: developmental, clinical/counseling, diversity, biological or additional electives.

## Academic Policies

The following are the required grades for Psychology majors and minors:

- Minimum grades: No grade lower than a "C" will be accepted in all courses (required Psychology courses, elective Psychology courses and auxiliary courses, such as MT 120 and Biology). A grade of "C-" or below is not acceptable. If a student receives a grade lower than "C" in a required course, the course must be repeated. If a student receives a

grade lower than “C” in two required, elective or auxiliary courses, he/she will be dismissed from the program. No required or elective Psychology course and no required auxiliary course may be retaken more than once.

- Required grade point average for graduation: A minimum GPA of 2.75 in psychology (required and elective Psychology courses) is required in order to graduate as a Psychology major or minor. This consists of the six required and all elective Psychology courses for majors and the three required and all elective Psychology courses for minors.
- Required grade for Independent Study and Directed Study: A minimum GPA of 3.0 in Psychology is required to be enrolled in independent study and directed study. Consent of the instructor and approval by the department chair are needed.
- Contact the Department Chair for additional policies.

## **COURSE DESCRIPTIONS**

### **PS 150 Life Choices: Personal Growth for the College Student**

**(2 Cr.)**

This course is designed to assist students in the areas of personal growth believed to have a positive impact on student success: active learning, self-reflection, personal decision-making, life meaning and values assessment, life-role management, life coping, and relational health and wellness. As an introductory psychology course, this class highlights theories and techniques of personal and therapeutic growth in each of these areas.

### **PS 201 General Psychology**

**(3 Cr.)**

This course is an introduction to psychology as the science of behavior and mental processes. The student is given an overview of the various areas of psychology, including an analysis of the impact of gender, race, and culture on human behavior. The course imparts an understanding of the field and the ability to follow-up in areas of interest.

### **PS 202 Life-Span Human Development**

**(3 Cr.)**

The course is a comprehensive survey of the stages of human development. The focus of the course is on theories of development and the research that supports and critiques these theories. Diversity issues will be examined. The course begins with a consideration of genetics and prenatal development; moves through infancy, childhood, adolescence, young and middle adulthood; and culminates with consideration of older adulthood and the aging process. Prerequisite: PS 201.

### **PS 205 Selected Topics in Psychology**

**(1 - 3 Cr.)**

The course deals with the study of particular topics in psychology and culture. Current research and issues are discussed. Different topics are offered and thus the course can be taken multiple times. Check with the department for the current topic. Prerequisite: PS 201 or consent of instructor.

### **PS 220 Child Psychology**

**(3 Cr.)**

This course studies child development from conception to adolescence, covering the biological, emotional, cognitive, moral, and sociocultural aspects of child growth. Prerequisite: PS 201.

### **PS 221 Adolescent Psychology**

**(3 Cr.)**

The course examines theories and experimental findings relevant to the biological, psychological, and sociocultural determinants of behavior in the individual from puberty to young adulthood. Topics include identity development, sexuality, family and peer relations, and adolescent problems. The impact of gender, race, and culture on the adolescent experience is explored. Prerequisite: PS 201.

### **PS 223 Psychology of Adulthood and Aging**

**(3 Cr.)**

This course provides students with an overview of age-related psychological changes. Topics include cognitive development, information processing, memory, intelligence, sexuality, and personality, as well as the biological and sociological bases for normal and psychopathological aging. Interactions among gender, race, culture, and age are examined. Positive age-related changes, including the role of expertise and successful aging, are discussed. Prerequisite: PS 201.

### **PS 235 Social Psychology**

**(3 Cr.)**

This course explores the influence of social and cultural factors on individual behavior. It provides an overview of classic and contemporary theories in social psychology. Course topics include: social perception, attitude-behavior consistency, conformity and

obedience, group dynamics, and prejudice and aggression. Studying the relationship between the individual and society affords a commingling of psychological and sociological perspectives. This course is also listed under SC 202. Prerequisite: PS 201.

### **PS 250 Drugs and Behavior**

**(3 Cr.)**

This course describes psychoactive drugs that affect a person's perceptions, emotions, cognitions and behaviors. The course emphasizes the physiological and neurological effects of drugs, though social, historical and personality issues associated with drug use, abuse and treatment are discussed. Prerequisite: PS 201 or consent of instructor.

### **PS 260 Psychology of Women**

**(3 Cr.)**

This course provides an introduction to the theories and research relevant to the biological, psychological, and cultural development and experiences of women. The social construction of gender and gender role behavior will be specifically explored. Contemporary social issues affecting women and men will be discussed. Prerequisite: PS 201.

### **PS 265 Gay and Lesbian Studies**

**(3 Cr.)**

This course provides an overview of the theories and empirical research surrounding the psychology of sexual orientation. The origins and nature of sexual orientation are explored. This topic is examined from a cross-cultural, historical, and sociocultural perspective and is placed within the larger paradigm of social prejudice. Prerequisite: PS 201.

### **PS 275 Cross Cultural Psychology**

**(3 Cr.)**

In this course students examine the similarities and differences that exist between cultures on a variety of psychological topics (e.g., cognition, emotion, personality, gender). Methodology and terminology used in cross-cultural research is reviewed. Students have the opportunity to explore their own membership in various cultures and the effect of culture on personal development. Prerequisite: PS 201.

### **PS 280 Health Psychology**

**(3 Cr.)**

This course provides a broad overview of the bi-directional relationship between psychology and physical health. Students will examine the psychological influences on how people stay healthy, why they become ill, and how they respond and cope with stress and illness, among other topics. Prerequisite: PS 201.

### **PS 302 Human Sexuality**

**(3 Cr.)**

This course is an introduction to the study of human sexuality from a psychological perspective. Students explore the diversity of issues surrounding human sexuality and focus on individual, couple, and social levels of understanding. Theories and empirical data are examined and critiqued. Prerequisite: PS 201, at least sophomore standing.

### **PS 303 Psychological Research Methods and Advanced Statistics**

**(4 Cr.)**

The course provides students with skills necessary for evaluating current research. Major emphasis is placed on procedures used in identifying an appropriate design for the collection and interpretation of data. The laboratory offers experiential exercises in the design, execution, analysis, and reporting of research. Prerequisite: PS 201, MT 120.

### **PS 304 Experimental Psychology**

**(4 Cr.)**

The course provides the student with an introduction to the techniques, major theories, and research findings of experimental psychology. Topics include perception, learning, memory, and cognition. Students will design and perform an original research project. Prerequisite: MT 120, PS 201, PS 303.

### **PS 308 Personality Theory**

**(3 Cr.)**

The course is designed to acquaint students with major theories and current research, including the interaction of culture, ethnicity, and gender on the development of personality. Emphasis is placed on understanding how personality influences behavior. Psychodynamic, humanistic, and behavioral perspectives, among other topics, are surveyed. Prerequisite: PS 201.

**PS 309 Psychopathology****(3 Cr.)**

The course studies the causes, symptoms, diagnostic criteria, and treatment of psychopathology. Topics are organized around DSM's major categories of mental illness. Prerequisite: PS 201; PS 308 is recommended..

**PS 320 Counseling and Psychotherapy****(3 Cr.)**

This course is designed to acquaint the student with the major theories, principles, and techniques of counseling and therapy. The course includes discussion and role-play of counseling and psychotherapy situations. Prerequisite: PS 201; PS 308 and PS 309 are recommended..

**PS 325 Psychological Testing****(3 Cr.)**

The course provides the student with an introduction to the theory and practice of psychological testing. This course covers general intelligence, special aptitudes, achievement, and personality tests. Current issues including test bias and approaches to testing minority group members are discussed. Prerequisite: PS 201, junior/senior status.

**PS 354 Biological Psychology****(3 Cr.)**

This course focuses on the study of the central nervous system. Emphasis is placed on how the brain influences cognitive functions such as learning and memory, behaviors such as eating, and disorders including depression and schizophrenia. Prerequisite: PS 201.

**PS 355 History and Systems of Psychology****(3 Cr.)**

This course focuses on the history of psychology in terms of the development of psychological theory from early philosophical systems of thought to the status of contemporary theories and systems of psychology. The influence of other scientific fields and historical events on the advancement of psychology is studied. Prerequisite: PS 303, senior standing.

**PS 400 Independent Study****(1 - 3 Cr.)**

The course provides the student with individual reading and/or research under the guidance of a faculty member. Students have the opportunity to pursue, in depth, topics of personal interest. Prerequisite: PS 201, junior/senior status, GPA of 3.0 in psychology, written consent of the instructor and written consent of the department chair.

**PS 401 Senior Seminar****(3 Cr.)**

This course provides the student with an integrating experience in the techniques and interpretation of research through the intensive study of a selected topic. A written report and a formal presentation of the project are required. Prerequisite: Senior standing in psychology.

**PS 403 Fieldwork: Internship in Psychology****(3 Cr.)**

This course offers the student practical experience at local centers and agencies that promote psychological health and well-being. Supervision of students is shared by the Psychology Department and by the cooperating facilities. Students spend approximately four to five hours per week at their fieldwork placement. Weekly class meetings are also required. This course may be repeated for a maximum of six credit hours for two semesters. Prerequisite: Major/minor in psychology, junior/senior status, consent of the instructor. PS 309 is recommended.

# RELIGIOUS STUDIES (REL) and PHILOSOPHY (PL)

## Religious Studies (REL)

The Religious Studies offerings are integral to the liberal arts core of the University. Through Religious Studies courses, the student is challenged to examine the religious dimension of human existence. The student is asked to explore the manner in which religious traditions and symbols have provided and continue to offer an interpretation of human life. In addition to courses that probe the Roman Catholic tradition, courses in contemporary Protestantism, Judaism, the culture of Islam and Asian religions also are available. The Religious Studies course offerings, therefore, furnish students the opportunity to study the historical, theoretical and practical aspects of the religious experience in its global setting.

The Religious Studies offerings provide a balanced selection of upper division courses that enable students to acquire a more in-depth background as a major or minor in Religious Studies. Students who major in Religious Studies are prepared to pursue various careers ranging from teaching to parish or societal ministries.

### MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses which do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as for general education (core) or elective requirements.

#### **Religious Studies Major:** 34 credits

Religious studies majors are required to take the following six courses (18 credits):

REL 101  
REL 201  
REL 208  
REL 308 (or REL 304)  
REL 350  
REL 401

The remaining 16 credits toward the major in religious studies are electives. The Religious Studies department recommends any of the following courses as part of the student's electives:

Any advance Scripture courses

REL 210  
REL 212  
REL 303  
REL 313  
REL 405

Religious Studies majors are also required to take a one extra Philosophy course and one extra History course in addition to the required two courses in Philosophy and one course in History as part of their core for the Bachelor of Arts degree. In other words, all Religious Studies majors need to take 9 Philosophy credits and 6 History credits in addition to the 34 credits in Religious Studies.

#### **Religious Studies Minor:** 24 credits

Religious Studies minors are required to take the following five courses (15 credits):

REL 101  
REL 201  
REL 208  
REL 308 (or REL 304)  
REL 350

The remaining 9 credits toward the minor in Religious Studies are electives. The Religious Studies department recommends any of the following courses as part of the student's electives:

REL 210  
REL 212

REL 303  
REL 313  
REL 405

Religious studies minors are also required to take two courses in Philosophy and one course in History as part of their core for the Bachelor of Arts degree.

### **Certificate in Urban Ministry**

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

Required Courses for Certificate Completion (at Noncredit, Undergraduate or Graduate Levels):

REL 306, 443, 465, 468, CA 331, REL 403, 3 credits of electives

## **COURSE DESCRIPTIONS**

### **REL 101 The Old Testament**

**(3 Cr.)**

This course introduces students to the writings of the Hebrew Bible as products of their original historical and religious setting. Using historical-critical methods, the texts are studied as responses to the life situations of the ancient Israelites. While many faith communities understand these writings as a source of divine guidance, the primary focus of this course is the academic study of the text as it was intended for its original audience.

### **REL 102 Religious Experience in America**

**(3 Cr.)**

This course is designed to do two things: 1) introduce students to the historical developments that produced the diverse religious landscape of today's United States of America and 2) to help them to identify and critically assess the various beliefs and practices that define these religions, including their own. Prerequisite: Enrolled in Early Childhood Education program.

### **REL 112 Psychology of Religion**

**(3 Cr.)**

This course explores the psychological implications of religious experience with ideas provided by Abraham Maslow, William James, and Carl Jung. It helps students understand the difference between healthy and unhealthy religious experience and mature and immature religious faith.

### **REL 201 The New Testament**

**(3 Cr.)**

This course introduces the student to the writings of the New Testament as products of their original historical and religious setting. Using historical-critical methods, the various texts are studied as interpretive responses to the life situations of early Christians. While many faith communities understand these writings as a source of divine guidance, the primary focus of this course is the academic study of the text as it was intended for its original audience.

### **REL 202 Modern Science, Living Faith**

**(3 Cr.)**

This course will introduce students to some of the central themes and issues that mark the contemporary interaction between Modern Science and Religious Faith (primarily, Christian Faith) by helping them to reflect critically and appreciatively on that interaction. It will include: 1) examining select historical engagements between Science and Faith; 2) investigating the way Modern Science and Contemporary Theology establish and relate their respective claims; 3) probing the questions that the contemporary study of biology, physics and astronomy present for theology; and 4) surveying the thought of select, influential scientists and theologians on the interaction of Science and Faith. Prerequisite: First course in religious studies.

### **REL 208 Church and State**

**(3 Cr.)**

This is a study of 20 centuries of interaction among Church, State and civil society. Emphasis will be given 1) to understanding the complex history of the changing relationship among these "institutions" from Biblical times to the present and 2) to exploring categories for systematically interpreting and evaluating their interaction that respects the historically contingent nature of their relationship. This is also listed under HS 208. Prerequisite: First core course.



**REL 210 Religions of Asia**  
(3 Cr.)

This course offers a comprehensive introduction to the major religions of India, China and Japan. It acquaints the student with the original writings of these religions and focuses on the basic teachings and rites as well as developments of these religious traditions. Prerequisite: First core course.

**REL 212 Religious Culture of Islam**  
(3 Cr.)

This course introduces the student to Islam. It covers readings from the Koran (in translation), the faith and practices of the devout Muslim, and some contemporary movements within Islam. Prerequisite: First core course.

**REL 220 Religion and Environment**  
(3 Cr.)

This course is an introduction to the role of religious traditions in addressing key issues created by the ecological impact of humans on their environment and the need for an integrated ethic of stewardship. Prerequisite: First core course.

**REL 223 Renaissance and Reformation**  
(3 Cr.)

This period marked a crucial transition between the medieval and modern worlds in Christendom from 1300-1648. This course focuses on the political, social, intellectual, cultural, and religious movements of the era. Cross-listed with HS 223. Prerequisite: First core course.

**REL 230 Religious Dimensions of Sexuality**  
(3 Cr.)

The experience of sexuality directly or indirectly touches every aspect of people's lives. From ancient times to the present, human sexuality has carried religious connotations. At times religion has enriched the meaning of sexuality; at times it has limited the appreciation of sexuality. In short, sexuality is so basic to human experience that it profoundly influences spiritual and religious experience, and vice versa. Prerequisite: First course in religious studies and at least sophomore standing.

**REL 235 Religious/Ethical Principles for Health Science**  
(3 Cr.)

This course is a study of the religious and ethical dimensions of health care, specifically of the nursing profession. Students consider bioethical principles insofar as they apply to practical, concrete cases. They have an opportunity to reflect upon the dignity of human life and the human person as foundational for decision-making in both clinical and research settings. Philosophical treatments of bioethical principles and issues will be supplemented with a Christian understanding of humanity, community, freedom, the body, suffering, and healing. Prerequisite: Nursing students or consent of department.

**REL 250 Faith Development**  
(3 Cr.)

This course explores the relationship of faith, religion and theology and provides educational processes that foster faith development.

**REL 301 The Letters of Paul**  
(3 Cr.)

This course introduces students to the figure of Paul of Tarsus, the communities he founded, and the letters he wrote. Using some contemporary methods of study, select letters are examined. Prerequisite: First core course.

**REL 302 The Gospel of John**  
(3 Cr.)

This course introduces students to the Fourth Gospel and the community that produced it. Prerequisite: First core course.

**REL 303 Contemporary Judaism**  
(3 Cr.)

This is an investigation of contemporary Jewish life and practice dealing with foundations and developments within Judaism. Current challenges and responses are examined. Prerequisite: First core course.

**REL 304 Contemporary Protestantism**  
(3 Cr.)

This course explores the social, religious and political conditions underlying the Protestant Reformation and examines current theological issues in Protestantism. Prerequisite: First core course.

**REL 306 Contemporary Church**

**(3 Cr.)**

This course explores the emergence of the Church from the New Testament communities, provides a variety of models for understanding the Church and explores the role of the laity in the life and the development of the Church. Prerequisite: First core course.

**REL 308 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. Prerequisite: First core course.

**REL 310 Franciscan Tradition: Yesterday/Today**

**(3 Cr.)**

This is an introductory course which examines the life and values of Francis and Clare of Assisi, the expression of those values in history and the significance of the Franciscan lifestyle in current times. Prerequisite: First core course.

**REL 313 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. The course 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. Prerequisite: First core course.

**REL 315 The Prophets**

**(3 Cr.)**

This course introduces students to the writings of the prophets of ancient Israel as interpreted by contemporary biblical scholarship. The nature, origin, and evolution of the prophetic movement within ancient Israel is considered, and key passages from the prophets are examined. Prerequisite: First core course.

**REL 318 The Acts of the Apostles**

**(3 Cr.)**

This course introduces students to the contemporary study of the history of early Christianity preserved in The Acts of the Apostles. The entire book is read and analyzed in the light of contemporary scholarship. Prerequisite: First core course.

**REL 320 Women and Religion**

**(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. Prerequisite: First core course.

**REL 335 Foundations for Ministry**

**(3 Cr.)**

This is an interactive course 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 which influence and impact ministry in the local faith community. Prerequisite: Sophomore standing.

**REL 336 Pastoral Dimensions of Ministry**

**(3 Cr.)**

This is an interactive course 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.

**REL 350 Christian Moral Theology**

**(3 Cr.)**

This course is an introduction to the Biblical/theological foundations of morality in the Christian tradition. Prerequisite: First core course.

**REL 360 Discovering One's Path in Life**  
(3 Cr.)

This course explores the factors, especially the places and people in one's life, that shape a person's identity and higher calling in life. Prerequisite: Junior standing, first Religious Studies course.

**REL 400 Independent Study**  
(1 Cr.)

This is an independent study course, with topics and materials to be decided in consultation with the instructor.

**REL 401 Research Seminar**  
(2 - 3 Cr.)

This research seminar includes the senior culminating experiences, i.e., a research study designed to demonstrate the student's grasp of research techniques, methodology and resources. Prerequisite: Senior standing.

**REL 402 Synthesis Seminar**  
(2 - 3 Cr.)

This seminar provides an integration of findings from the history and sociology of religion. Prerequisite: Senior standing.

**REL 403 Religious Studies Practicum**  
(1 - 3 Cr.)

Utilizing the resources of theology, psychology, sociology and experience, the course is designed to assist the student toward competency in a religious leadership role.

**REL 404 The Gospel of Mark**  
(3 Cr.)

This course introduces students to contemporary developments in the study of Mark's Gospel. Special attention is given to Mark's unique way of dealing with Jesus' identity (Messianic Secret) and the way it permeates his entire Gospel. Prerequisite: First core course.

**REL 405 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. Prerequisite: First core course.

**REL 410 Selected Topics**  
(3 Cr.)

This is a study of particular topics in theology and/or Christian ministry formation. Prerequisite: Will be determined for each course.

**REL 416 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. Topics covered benefit those who work in youth and young adult ministry, in adult and family ministry, or as coordinators of other parish ministries.

**REL 443 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. Prerequisite: First core course.

**REL 444 Specialized Ministries in the Church**  
(2 Cr.)

This course identifies and describes the barriers to integration into church life experienced by persons with disabilities. Students examine strategies and programs which promote integration, and they design a ministry plan for a specific marginalized group. Prerequisite: Ministry student or consent of department.

**REL 445 Spirituality and Human Growth****(3 Cr.)**

The spiritual journey moves people toward wholeness as integral human persons. The goals of this course are to explore the dynamics of Christian spirituality, to examine several psychological-theological views of the integration process, and to pursue the implications of the process for pastoral ministry. Prerequisite: First core course.

**REL 465 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.

**REL 468 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 uses of the Bible in an urban pastoral setting.

# PHILOSOPHY (PL)

Required courses in Philosophy are designed to invite students into a dialogue with major thinkers in their common search for meaning and direction. Students are challenged not only to learn how others have responded to the great questions of human existence, but also to examine their own lives and approaches to these issues.

All students are required to take PL 204. In addition, all Bachelor of Arts and Bachelor of Fine Arts students are required to take one of the following: PL 203, PL 302, PL 306. Bachelor of Science in Nursing students follow departmental guidelines. Courses in Philosophy provide an excellent preparation for post-graduate studies in the humanities, social services and law. A student may attain a minor in Philosophy by completing 12 credits beyond the two core courses.

## MINOR REQUIREMENTS:

A minimum of 18 credits including PL 203, 204

## COURSE DESCRIPTIONS

### PL 203 Philosophy of the Human Person

(3 Cr.)

This course serves to introduce the discipline of philosophy in general, and discuss specifically the philosophical question of what it means to be a human being. The class surveys the ancient, medieval and modern intellectual traditions.

### PL 204 Ethics

(3 Cr.)

This course is an introduction to ethics, the study of human persons as moral actors. Students examine various ethical theories which attempt to explain what the good life entails, how one becomes good, and what makes an action good or bad. Contemporary moral issues are discussed in light of theories introduced.

### PL 302 Philosophy of Art

(3 Cr.)

The first part of this course examines the nature of the fine arts, their problematic relation to beauty, and the evolving identity of the artist in Western culture. The last part of the course is devoted to reading works of fine art with the aid of contemporary theories of art.

### PL 305 Political Philosophy

(3 Cr.)

In this course, students explore the foundations of politics by studying the fundamental works of political philosophy. Students are asked to grapple with the following questions: What is justice? What is power? What is liberty? What is the best way of life? What is the best way to organize our political life? Special attention also is paid to understanding the foundations of American political thought. This is also listed under POLS 305. Prerequisite: PL 203, PL 204 or consent of department.

### PL 306 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.

### PL 307 Ancient Philosophy

(3 Cr.)

This course introduces the student to the central philosophical thinkers and issues of the Mediterranean world from the 6th century B.C. through the 3rd century A.D. Students are introduced to the ideas of Pre-Socratic Philosophers, Plato, Aristotle, Epicurus, the Stoics, and Plotinus. Topics include: the nature of being itself, the nature of the human soul, and the moral and political life. Prerequisite: PL 203 or PL 204 or consent of the department.

### PL 308 Medieval Philosophy

(3 Cr.)

This course focuses on the development of the Western philosophical tradition within the context of the three Abrahamic faith traditions. Readings are chosen from the following list of medieval theologians and philosophers: St. Augustine, St. Anselm, Averroes, Moses Maimonides, St. Thomas Aquinas, and Franciscans Bonaventure and Duns Scotus. The contributions of these thinkers to the debates of the time are examined. Topics to be covered are chosen from the following: the relationship between faith and reason, the existence and nature of God, the soul's immortality, the nature of human cognition, moral action and the moral law, and the problem of universals. Prerequisite: PL 203 or PL 204 or consent of department.

**PL 309 Modern Philosophy****(3 Cr.)**

This course examines the development of the Western philosophical tradition during the Early Modern period from Descartes to Kant. Topics include: the crisis in classical metaphysics brought about by the Scientific Revolution; the Rationalist and the Empiricist movements as attempts to provide a new philosophical foundation for science; and the efforts by Kant to overcome the contradictions between Rationalism and Empiricism. Prerequisite: PL 203 or PL 204 or consent of the department.

**PL 310 Late Modern Philosophy****(3 Cr.)**

This course examines the progression of post-Kantian European philosophy from Hegel to Heidegger. Topics may include: the development and main outlines of Hegel's Absolute Idealism; the materialist critiques of Hegelianism in Feuerbach and Marx; irrationalist responses to Hegel by such thinkers as Schopenhauer, Kierkegaard, and Nietzsche; and the rise of Phenomenology and Phenomenological Existentialism in Husserl and Heidegger. Prerequisite: PL 203 or PL 204 or consent of department.

**PL 355 Critical Thinking (Logic)****(3 Cr.)**

Logic is the study of the methods, rules, and principles that foster clear and correct reasoning. It is considered one of the traditional liberal arts, since reasoning well is thought to be essential to living a truly free human life. Thus the study of logic has for its ultimate goal the improvement of students' own capacity to think, speak, and write logically. Prerequisite: PL 203, PL 204 or consent of department.

**PL 356 Metaphysics****(3 Cr.)**

This is a study of the long effort of Western philosophy to think systematically about being as such, designed to facilitate the students' personal reflections on their self-identity and the meaning of existence. Studies focus on ancient, medieval, and contemporary authors. Prerequisite: PL 203, PL 204 or consent of department.

**PL 357 American Philosophy****(3 Cr.)**

This is an examination of works representative of major movements in the American philosophic tradition from early religious thought to contemporary pragmatism. Prerequisite: PL 203, PL 204 or consent of department.

**PL 400 Independent Study****(1 - 3 Cr.)**

Topics are determined by instructor/adviser.

**PL 403 Twentieth Century Philosophy****(3 Cr.)**

This is an investigation of the major movements in 20th century Western philosophy including Marxism, process thought, positivism, analytical and phenomenological philosophies. The course includes readings from the works of Marx, Bergson, Whitehead, Russell, Wittgenstein, Husserl and Heidegger. Prerequisite: PL 203, PL 204 or consent of department.

**PL 404 Existentialism****(3 Cr.)**

The principal themes of existentialism are investigated through selected readings of major thinkers. Special emphasis is given to Kierkegaard, Nietzsche, Heidegger and Sartre. Prerequisite: PL 203, PL 204 or consent of department.

# SOCIOLOGY (SC)

Sociology examines how individuals, groups and institutions affect each other in a variety of social settings, from the most intimate setting to global international settings. Societal inequities due to age, social class, disability, ethnicity, gender, race and sexual orientation are central issues in the discipline. Sociology provides the student with the tools to evaluate theories and research about group behaviors and activities as well as how people behave in groups. The discipline also applies research findings to the development and assessment of social programs and policies.

The department offers a special program that prepares students for social work licensing. The Wisconsin Department of Regulation and Licensing has approved the curriculum for the Wisconsin Social Work Training Certificate. An extensive internship of 400 hours is required. This program can be taken by both Sociology and Psychology majors. Following graduation from Stritch, students must apply to the State of Wisconsin for a Social Work Training Certificate, and then pass state and national exams to become a certified social worker (CSW).

Undergraduates in sociology can enter a variety of fields such as community service programs, health care, human resources, electronic media, leisure management, marketing and survey research, policing, public administration and urban planning.

## MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses which do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as for general education (core) or elective requirements.

**Sociology Major:** 37 credits (34 department credits, 3 auxiliary credits)

Required courses for major: SC 101, 304, 380, 401, 403 and six elective courses in sociology

Required auxiliary course for major: MT 120

**Major In Sociology With Social Work Training Certificate Preparation:** 49 credits (40 department credits, 9 auxiliary credits)

Required courses for major: SC 101, 201 or 300, 210, 211, 212, 304, 380, 401, 403 and four electives in Sociology.

In late 2011, the State of Wisconsin added a fifth required social work course, Social Work Methods III. The department of sociology will be offering this course beginning in the fall of 2012.

Required auxiliary courses for major: MT 120, PS 201, PS 202

**Sociology Minor:** 24 credits

Required courses: SC 101, 304 or 380, and five elective courses in Sociology

**Education Certification With Sociology Minor:** 24 credits

Required courses for a sociology minor for secondary education certification: SC 101, 203, 380, and five elective courses in Sociology

Required courses for Social Studies Education with Sociology emphasis: requirements for elementary and secondary certification in Broad Field Social Studies with Sociology emphasis are found in the Social Studies Department listing.

## COURSE DESCRIPTIONS

### SC 101 Introduction to Sociology (3 Cr.)

This includes basic concepts for the understanding and analysis of social reality. The focus is on patterns of social interaction; the structure and functions of groups; culture as setting and product of human social life; inequalities based on class, race and gender; social process; social change, social trends; major social institutions such as family, economy, government, education, and religion.

### SC 201 Contemporary Social Problems

**(3 Cr.)**

This course will feature the sociological approach to the study of social problems including the identification, definition, and analysis of what constitutes a social problem. The focus will be on select contemporary social problems of the United States chosen by students and instructor. Prerequisite: SC 101 or sophomore standing.

**SC 202 Social Psychology****(3 Cr.)**

This is the study of the social factors influencing the development of personality and the process of socialization; the factors influencing the formation of attitudes; the effectiveness of various methods or patterns of persuasion; intergroup relationships; structure and processes of small groups; and factors influencing a variety of forms of social behavior are discussed. Prerequisite: SC 101 or sophomore standing.

**SC 203 Racial and Ethnic Groups****(3 Cr.)**

This is a review of major concepts of the sociology of race and ethnic groups. The course covers an examination of racial and ethnic groups and their situation in relation to the dominant society. Students will discuss current policies and programs affecting racial and ethnic minorities. Students also will explore international comparisons. Prerequisite: SC 101 or sophomore standing.

**SC 206 Marriage, Families and Divorce****(3 Cr.)**

This course will examine micro- and macro-sociological changes in American families including the decrease of traditional two-parent families and increase of single-parent families, cohabitation, divorce, remarriage, same-sex relationships, and blended families; conflict and feminist perspectives on class, gender, race and ethnicity as they relate to marriage, families, and family values controversies; dating, mate selection, intimacy, sexuality, and interpersonal communication. Prerequisite: SC 101 or sophomore standing.

**SC 210 Social Welfare Policy and Social Welfare****(3 Cr.)**

Students will be introduced to the social work profession and social welfare policy. The course includes the history, mission and philosophy of social work; issues involving diversity in ethnic background, race, class, gender and culture in our society; the nature and effects of social policy; current social policy analysis; political and organizational processes used to influence policy; and the framework of current social policy as it is related to social and economic justice. Prerequisite: SC 101 or sophomore standing.

**SC 211 Social Work Practice Methods I****(3 Cr.)**

This course will cover values, ethics, and practices of the social work professional; the client system in social work; assessment of client strengths and problems; implications for social work practice of highly diverse client backgrounds and at-risk populations; intervening and collaborating with individuals, families, groups, organizations, and communities. Please note that SC 211 and SC 212 may be taken in any order. Prerequisite: SC 210 or consent of instructor.

**SC 212 Social Work Practice Methods II****(3 Cr.)**

This course will place emphasis on new trends and issues in social work practice, and their implications for the ethics and values of professional social workers. Issues to be explored include assessment in social work practice and intervening and collaborating with individuals, families, groups, organizations, and communities; special emphasis will be placed on group process, priority action and use of the Internet. Please note that SC 211 and SC 212 may be taken in any order. Prerequisite: SC 210 or consent of instructor.

**SC 216 Social Work Practice Methods III****(3 Cr.)**

This undergraduate course provides knowledge of generalist social work practice methods for working with communities, organizations and social institutions. Organizational and community issues related to ethnicity, gender, sexual orientation, social class, disability and spirituality will be explored along with mechanisms and consequences of oppression and discrimination (racism, sexism, classism, ageism). Throughout the course, emphasis will be given to theoretical and evidence-based practice as well as to ethical principles of the social work profession. Prerequisite: SC 101. Corequisite: SC 101.

**SC 225 Crime and Punishment****(3 Cr.)**

This course focuses on recent trends in crime; theories and research explaining crime and criminal behavior; and societal responses to crime including law enforcement, imprisonment, capital punishment, as well as contemporary alternatives such as restorative justice and community-based programs. Prerequisite: SC 101 or sophomore standing.



### **SC 230 Death and Dying**

**(3 Cr.)**

This course will address death from a sociological perspective; this means students will look at dying not as a preexisting physical fact, but as a constantly changing social relation interpreted through various cultural and social realities. The course will examine how people (and others) experience, give social order to, and make sense of death and dying. Themes may include ceremonial aspects of dying and death; the role of the funeral industry; medical-technology models and the institutionalization of death and dying; and alternatives prevalent in different cultures or historical periods, and among American cultural minorities. Prerequisite: SC 101 or sophomore standing.

### **SC 240 Poverty and Welfare in America**

**(3 Cr.)**

This course explores causes and consequences of poverty in America from the perspective of the poor, with special focus on gender, race, and age; review of historical influences on poverty and public policy with emphasis on changes in inequality since World War II; implications for society as a whole of social forces and institutions associated with poverty, such as unemployment, homelessness, crime, health care, family dysfunction, and education; evaluation of alternative social welfare policies from social and ethical perspectives. Prerequisite: SC 101 or sophomore standing.

### **SC 280 Sociology of Work**

**(3 Cr.)**

This course will cover the review and analysis of historical and contemporary economic trends and their impact on work at the micro and macro level. Students will study: an overview of theoretical and empirical research on organizations and bureaucracies; analysis of intersections among work, family, and leisure, and links among inequality, race, gender, and work; examinations of unions and professional organizations; a review of public policy debates and legislation regarding corporations and work-related issues. Students will explore international comparisons. Prerequisite: SC 101 or sophomore standing.

### **SC 300 Sociology of Deviant Behavior**

**(3 Cr.)**

This is an analysis of the social aspects of deviant behavior and the various theories employed to understand it. Mental illness, alcohol and drug abuse, non-traditional sexual behavior, and deviance in the workplace and professions will be examined. Prerequisite: SC 101 or sophomore standing.

### **SC 301 Sociology of the Body**

**(3 Cr.)**

This course addresses the body from a sociological perspective; this means we will look at the body not as a preexisting physical fact, but as a constantly changing social relation interpreted through the lens of culture and shaped by social life. The course will examine how humans 'perform' individual and group identities through their bodies, as well as how bodies are used in the name of social control and domination. Themes may include medicalization, tattooing and body piercing, beauty standards and plastic surgery, transgenderism, race and ethnicity, sport, consumption, aging and disability. Prerequisite: SC 101 or sophomore standing.

### **SC 302 Special Areas in Sociology**

**(3 Cr.)**

This will cover topics of a specialized nature including: aging; contemporary American culture; class, status, and power; social change; education; and sociology of religion. Prerequisite: SC 101 or consent of instructor.

### **SC 304 Sociological Theory**

**(3 Cr.)**

This is an introduction to classical and contemporary sociological theory, and includes a review of major schools of social theory and their relationship to the discipline of sociology and the broader social, political, and cultural context of U.S. society. Prerequisite: SC 101, sophomore standing.

### **SC 305 Urban Sociology**

**(3 Cr.)**

This is an introduction to the study of cities and metropolitan areas. Students will cover an historical review of the growth of cities to their current spatial configurations in contemporary society, giving special attention to class structure, power structure, politics and ethnic communities. Students also will examine social problems facing American cities: urban sprawl, economic and community development, inequality, housing, education, crime, environment, and the changing community in the broader national and global context. Prerequisite: SC 101, sophomore standing.

### **SC 306 Social Movements**

**(3 Cr.)**

This course explores social movements as an object of sociological research. It reviews theories of social movements, the role of social structure, patterns of mobilization and participation, strategy and tactics, and empirical studies of modern social movements. It also explores the motivations and experiences of movement actors. Prerequisite: SC 101 or consent of instructor.

**SC 310 Sociology of Sport**

**(3 Cr.)**

This course focuses on sports as social and cultural phenomena. Students will use sociological concepts and critical thinking to investigate such issues as how sport and sport participation affect people's lives, and how they intersect with masculinity, femininity, class inequality, race, work, and leisure. Prerequisite: SC 101.

**SC 315 Juvenile Delinquency**

**(3 Cr.)**

This course covers analysis of the causes and consequences of juvenile delinquent behavior. Students will pay special attention to race, class, and gender-based inequalities in the conception of delinquency, rates of engagement in delinquent behavior, and treatment/punishment of offenders. Emphasis is on contemporary issues related to juvenile delinquency. Prerequisite: SC 101 or sophomore standing.

**SC 380 Research Methods**

**(3 Cr.)**

This course will include: explanations of theory testing using empirical research; exploration of different measurement techniques; production of data using a variety of data collection methods, such as surveys, participant observation, experiments, secondary analysis and content analysis; non-probability and probability sampling techniques; analysis of data using statistics and qualitative techniques; and ethical issues in empirical research. Prerequisite: SC 101 and MT 120 or approval of instructor.

**SC 400 Directed Study**

**(1 - 3 Cr.)**

Students will be required to do reading and/or research on a sociological topic with a departmental faculty member. Written consent of instructor is required. Prerequisite: SC 101 and consent of instructor.

**SC 401 Senior Seminar**

**(3 Cr.)**

The course features application of the sociological perspective with principal emphasis on the formulation, design and completion of an original empirical research study in fulfillment of the requirement for the senior culminating experiences. The course includes reflection on sociological perspectives and professional ethics. Prerequisite: SC 380, Junior or senior standing in sociology.

**SC 403 Sociology Field Experience (Internship)**

**(1 - 4 Cr.)**

This is an internship experience in appropriate local organizations and social service agencies. The course is designed for students to gain practical experience through on-site learning. Supervision will be shared by the Sociology Department and the cooperating organization. Prerequisite: Course work in Sociology and faculty recommendation.

# SPORT SCIENCE AND MANAGEMENT

## Sport Management (SSM), Physical Education (PE)

The Sport Science and Management Department offers a Bachelor of Arts degree in Sport Management, and various one-to-three credit courses in Physical Education.

The Sport Management major is designed to provide students with an applied business degree for the sport environment/industry. Majors acquire a strong foundation in management, finance, accounting, marketing, communications, ethics and legal aspects of business. Specific courses in sport management provide students with an understanding of the role of sport in society, the role of management in sport, and opportunities to apply their knowledge in sport-related organizations. Students supplement classroom teaching with a variety of practical experiences through academic service learning and field experience by working in sport management settings. Students in sport management gain both knowledge and practical experience, which are necessary for their future success in a variety of sport management careers.

Physical Education courses are open to all majors and may be used as elective credits. A maximum of three activity credits counting towards graduation.

### MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses which do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as general education (core) or elective requirements.

**Sport Management Major:** 42 credits

Required courses for major: SSM 106, 201, 236, 242, 243, 244, 303, 310, 312, 320, 345, 405, 406. Required auxiliary course: AC 201

**Sport Management Minor:** 18 credits

Required courses for minor: SSM 106, 236, 242, 243, 303, 310

### COURSE DESCRIPTIONS

#### **SSM 106 Introduction to Sport Management**

**(3 Cr.)**

This course exposes students to the expanding role of sport in society and the contemporary fields of sport management and athletic administration. The content includes a broad-based examination of the foundations of theory, techniques, culture and practices of management, as applied to all segments of the community.

#### **SSM 201 Economics of Sport**

**(3 Cr.)**

This course provides the student with a foundation of economic thinking targeted at the sport industry. Topics include sport industry delivery, economic impact of sport, competition, market structures, and the future direction of the sport industry. Prerequisite: SSM 106.

#### **SSM 218 Critical Issues in Athletics**

**(3 Cr.)**

This course is designed to investigate, examine, review and discuss several contemporary issues/problems and opportunities facing sports and athletics today. Historical aspects of sport will be researched and evaluated to compare with current events in sport and to explore what changes or developments have occurred and how society and the world of sports have evolved. Prerequisite: SSM 106

#### **SSM 236 Basic Issues of Sport Law**

**(3 Cr.)**

This course explores the evolution of legalities within the dynamic sport landscape, highlighting amateur and professional athletics, as well as governing bodies. The course content focuses on legal and regulatory foundations, supported by actual case studies, examining how litigation, regulations and legislation continue to shape the ever-changing sport industry in our global society. Prerequisite: SSM 106.

### **SSM 240 Techniques and Theories of Coaching Youth Sport**

**(3 Cr.)**

This course is designed to present the philosophical, sociological, and psychological basics for coaching youth sports. Coaching theory, administration, practice and organizational problems in youth sports are covered. Other emphasis is placed on selection of teams, recruiting, budget, motivation, relationship with family, and dealing with media. Prerequisite: SSM 106.

### **SSM 242 Sport Facilities Management**

**(3 Cr.)**

This course provides students with fundamental knowledge and skills in designing and managing sport and recreational facilities. This course includes facility requirements and enhancements for both indoor and outdoor areas, site analysis, scheduling of facilities and events, equipment management, as well as maintenance of both facilities and equipment. Attention is given to the Americans with Disabilities Act, as well as issues of liability and risk management. Field trips are required. Prerequisite: SSM 106.

### **SSM 243 International Sport Business**

**(3 Cr.)**

This course focuses on the social, political and economic activities related to the globalization of sport, as well as international marketing, import/export strategies, manufacturing and shipping of goods. The course also includes the prospect of international travel to study the culture and sport of a specific country. Lectures by faculty of a host university, as well as local sport leaders, supplement the course work performed before and after the trip. Students are not required to take the trip, but it is strongly encouraged. Prerequisite: SSM 106.

### **SSM 244 Sport Management Fundraising**

**(3 Cr.)**

This course provides the student with a technical background in the areas of fundraising and grant writing. The course focuses on working within the structure of a not-for-profit organization, dealing with government agencies, structuring fundraising plans, and preparing a proposal package for foundation funding. A practical service-learning project enhances application to the field of study. Prerequisite: SSM 106.

### **SSM 245 Sport Psychology**

**(3 Cr.)**

This course covers the mental aspects of participation, helping students to understand why a person participates in sports, and what types of motivation will be effective in working with that individual. Several different theories of motivation and discipline from the player's point-of-view will be explored. Prerequisite: SSM 106

### **SSM 303 Sport Marketing**

**(3 Cr.)**

This is a study of fundamental marketing concepts of the sport industry, sport as a unique product, sport consumer markets, marketing planning process, marketing mix, and determining the target market. Prerequisite: SSM 106.

### **SSM 310 Organization and Management in Sport**

**(3 Cr.)**

This course focuses on principles in organizational design of sport entities and processes of management, including strategic planning, organizational effectiveness, policies, procedures, management planning skills, authority and delegation, problem solving and decision making. Prerequisite: SSM 106.

### **SSM 312 Sport Finance**

**(3 Cr.)**

This course provides an economic analysis of the sport industry, with special emphasis on the market structure and conduct of baseball, football and hockey as played in North America. Topics include analysis of the work-leisure decisions of sports fans; trends in the market for sports franchises, players' salaries and salary distribution; the competitive balance in sports leagues; the impact of sports stadiums; and revenue-sharing media rights. Prerequisite: AC 201.

### **SSM 320 Motivation and Leadership in Sport**

**(3 Cr.)**

This course focuses on leadership historically and philosophically by examining major theorists, models, and historical contexts. Students will explore major social, political, and cultural influences on leadership in sport organizations. Prerequisite: SSM 106.

### **SSM 345 Sport Media Relations**

**(3 Cr.)**

This course provides a practical and conceptual foundation for students interested in sport management. Students will explore the formalized working relationships between the mass media and sport organizations. The course focuses on the interactions among the

people and organizations involved in the flow of information to the public, including the connection between the informational and commercial sides of sport information management. Students will examine the roles and responsibilities of sports information specialists, their duties in disseminating information, and the legal and ethical issues they face. Additionally, students will have opportunities to practice many of the tasks of a sports information director, including but not limited to, writing news releases, holding news conferences and creating special events. Prerequisite: SSM 106.

### **SSM 350 Sport Information Management**

**(3 Cr.)**

This course is designed to provide the student with an understanding of statistical analysis of sport events and standing, odds and probability, computer programs for player and inventory management, and computer programs and resources for dissemination and retrieval of information. Prerequisite: SSM 106.

### **SSM 405 Field Experience: Sport Management**

**(3 - 6 Cr.)**

This course is designed to provide the student with actual hands-on experience with a sport organization. Students work with organizations that allow them to observe and assist sport management professionals in a professional setting. Students will be able to utilize the theory learned in the classroom in the workplace. Prerequisite: Junior standing in major, departmental approval.

### **SSM 406 Sport Management Senior Seminar**

**(3 Cr.)**

This course is designed to look at the total environment of sport management as viewed by top managers in the field. Concepts developed in other business and sport management courses are implemented in research of topics. Actual sport management issues currently being addressed at an organization or institution are studied. Prerequisite: Senior standing in the major, departmental approval.

# PHYSICAL EDUCATION (PE)

Physical Education courses are open to all majors and may be used as elective credits, with a maximum of three activity credits counting towards graduation.

## COURSE DESCRIPTIONS

### **PE 113 Strength Training (1 Cr.)**

This is an introduction to strength and conditioning training to demonstrate the benefits of different types of strength exercises and related activities when executed safely and properly.

### **PE 115 Walking/Jogging (1 Cr.)**

This is an introduction to walking and jogging, including the history, guidelines, diet, injuries, motivation and training principles.

### **PE 116 Physical Fitness (1 Cr.)**

This is an introduction to physical fitness, demonstrating the benefits of different types of fitness-related activities when executed safely and properly.

### **PE 117 Self Defense I (Judo) (1 Cr.)**

This is an introduction to the art and sport of judo, with an overview of its history and philosophy, along with the practical component aspects of falling, throwing, mat holds, chokes and arm-lock techniques. Many of the techniques are applicable for self-defense purposes.

### **PE 205 Personal Health and Wellness (3 Cr.)**

This is an introductory course in promoting personal health and wellness throughout life. This course includes the measurement of health and fitness aspects such as body composition, BMI, flexibility, endurance, nutrition, and risks for certain diseases. Students within the course will also acquire the American Heart Association CPR certification for adult/infant/child and basic first aid training.

### **PE 210 Fundamentals of Injury Prevention and Management (3 Cr.)**

This course will provide the student with basic knowledge and understanding in the recognition, care, and prevention of common injuries sustained during physical activity. It will review the major anatomical structures of the human body while discussing biomechanical links and predispositions to injury. The class will cover general conditions and injuries that affect physically active populations, ranging from youth to aging individuals. Students will become proficient in basic taping and wrapping techniques used in the prevention and care of typical activity-related injuries.

### **PE 250 Coaching Practicum (3 Cr.)**

This course involves a supervised experience under an appropriate coach in a local setting. The student will take part in planning and execution of practices and games. Prerequisite: Junior standing and departmental approval

### **PE 325 Techniques of Coaching Lifetime Fitness (2 Cr.)**

This course is designed for the prospective leisure sport coach and covers the theory and technique of coaching lifetime fitness, basic fundamentals, and individual and group strategy. The course provides students with a complete understanding of lifetime fitness including the history of lifetime fitness such as yoga, Pilates, aerobics and weight training; individual and group responsibility; research of individual coaches and/or professionals in these lifetime sports; and the review and study of various drills and techniques and their effectiveness.

# SCHOOL OF VISUAL AND PERFORMING ARTS

## Visual Art, Music, and Theater

### VISUAL ART (ART)

The Visual Art department is committed to the ideas and objectives of a liberal arts education as they apply to both interdisciplinary study and practice of the visual arts.

Our program will encourage you to think critically and speak about issues related to arts education and design. You will develop a range of technical skills that can be used to organize materials into objects that express the aesthetic qualities and design concepts that you wish to communicate through your work. You will be exposed to professional standards in your discipline through course work and internship opportunities in the community. Your energetic involvement in the Visual Art department at Stritch will foster a desire for lifelong learning and an active visual participation in your chosen career.

The faculty are working artists, designers, photographers and educators who will guide and prepare students for a variety of careers in the visual arts and design profession.

The Visual Art department offers two-degree programs, the Bachelor of Arts (BA) and the Bachelor of Fine Arts (BFA). The Bachelor of Arts degree has three majors: Art, Art Education with certification K-12 grade, and Digital Media. A concentration is available in Photography or Interdisciplinary Studio Art for the BA in Art and BA in Digital Media. In addition we offer a comprehensive Bachelor of Fine Arts (BFA) degree in Graphic Design, Photography and Art.

#### **Bachelor of Arts in Art (36 credits)**

Bachelor of Arts in Art is a liberal arts degree appropriate for the student who wishes to develop studio art knowledge and design skills, but desires the flexibility to take courses and minor in another academic area that best fits with their career objectives. This degree prepares the student for a broad range of professional pursuits, including work as a studio artist, as a foundation for a related field of work (curatorial work, museum studies, design studies), or for further study in Art Education or Art Therapy.

For more information regarding a minor speak with your art department advisor. Several options are available and include a minor in business, communication art, music, psychology, theater or other programs of interest.

Visual Art Core:	(18 cr) ART 101,115, 123, 131,147, and 150
Studio Art courses:	(9 cr) Choose three courses from ART 111, 125, 129, 133, 223
Art History:	(6 cr) Choose two courses from ART 141, 142, 215 249 or 344
Senior Seminar:	(3 cr) ART 447
Exhibit:	Required

The Bachelor of Arts candidate in Art can add a concentration of courses in the area of Photography or Interdisciplinary Studio Art.

A concentration in Photography will provide you with knowledge and skills in a broad range of photographic media that include film techniques, digital photography and image management, studio and location lighting methods and best business practices. You will be introduced to career options in photography through hands on course work that will connect you to the professional photography and design community.

#### **Photography Concentration (17 credits)**

ART 211 (3 cr)
ART 202 (3 cr)
ART 302 (3 cr) or ART 309 (3 cr)
ART 311 (3 cr)
ART 402 (2 cr)
ART 411 (3 cr)

#### **Interdisciplinary Studio Art Concentration (17 credits)**

This concentration provides the candidate the opportunity to take additional intermediate level courses in drawing, sculpture, painting, digital imaging or ceramics. Your concentration will be designed based on you areas of interest and the availability of course offerings on the schedule. ART 402 Gallery Internship (2cr) would be the only requirement and the remainder of your credits will be selected through your art advisor.

### **Bachelor of Arts in Art Education K-12 (57 credits)**

The Bachelor of Arts degree in Art Education will provide studio art and design coursework, classroom art methods and curriculum design strategies for teaching art in Kindergarten through 12<sup>th</sup> grade. Art studio courses include drawing, painting, digital design, photography, sculpture and ceramics. The art education student will experience academic and practicum experiences in both public and private school environments. In addition to their art courses, art education students complete their certification requirements in the college of education and leadership. (See College of Education and Leadership for certification requirements.)

Visual Art Core: (18 cr) ART 101, 115,123,131,147,150  
Art History: (12 cr) ART 141, 142, 215 or 249, 344  
Art Studio: (18 cr) ART 111, 125, 129, 133, 135, 223 or 225  
Art Methods/Curriculum:(6 cr) ED 318, ART 453  
Senior Seminar: (3 cr) ART 447  
Exhibit: Required

### **Bachelor of Arts in Digital Media (39cr)**

The BA in Digital Media major prepares graduates for careers in the expanding digital arts and media fields, including social media, web design, and print design industries. The integration of studio art, graphic design, communication arts and computer science will emphasize a hands-on experience that assist's students in developing a professional portfolio. A major in Digital Media emphasizes the creative process and technical skills in a media-rich environment. The BA in Digital Media offers opportunities to explore still imagery, photography, typography, audio and video, web design and other interactive media. Graduates will have a broad knowledge base enhancing their ability to give concrete vision to a wide variety of design problems—successfully producing strategic design solutions from concept to completion. In addition this major will enable the student to select (with department advising) a minor area of study which best fits with the students career objectives. Several options are available and include a minor in communication studies, business, computer science, photography, or other programs of interest.

Visual Art Core: (15 cr) ART 101, 115, 123, 131, 150  
Digital Media Major: (15 cr) ART 202, 205, 211, 239, CS 230  
Electives: (6 cr) choose two courses from ART 305, 309, 311 or CA 318  
Senior Seminar: (3 cr) ART 447  
Exhibit: Required

The Bachelor of Arts candidate in Digital Media can add a concentration of courses in the area of Photography or Interdisciplinary Studio Art.

A concentration in Photography will provide you with knowledge and skills in a broad range of photographic media that include film techniques, digital photography and image management, studio and location lighting methods and best business practices. You will be introduced to career options in photography through hands on course work that will connect you to the professional photography and design community.

#### **Photography Concentration (17 credits)**

ART 211 (3 cr)  
ART 202 (3 cr)  
ART 302 (3 cr) or ART 309 (3 cr)  
ART 311 (3 cr)  
ART 402 (2 cr)  
ART 411 (3 cr)

#### **Interdisciplinary Studio Art Concentration (17 credits)**

This concentration provides the Bachelor of Arts candidate the opportunity to take additional intermediate level courses in drawing, sculpture, painting, digital imaging or ceramics. Your concentration will be designed based on you areas of interest



and the availability of course offerings on the schedule. ART 402 Gallery Internship (2 cr) would be the only requirement and the remainder of your credits will be selected through your art advisor.

### **Bachelor of Fine Arts in Graphic Design (72 Credits)**

The Graphic Design major at Cardinal Stritch University recognizes and embodies the importance of educating students for an increasing complex world and across multiple platforms. One of the strengths of the design curriculum at Stritch is that it is embedded in a liberal arts curriculum. In an ever increasingly globalized economy, a liberal arts education supports the expansion and deepening of the designers understanding of their work—and creative practice—within the broader context of a democratic society. This bridge between multiple fields such as technology, business, education and psychology creates a rich environment for designers to experience how their work shapes the local, regional and global economy. Creating more perceptive, critical and creative thinkers, it allows designers to transcend vocational utility to recognize and grapple with challenges that are presented to them in their lives, personally and professionally. The Graphic Design major begins with a comprehensive education in design principles, applications, theories, history and practice. The curriculum embraces emerging technologies and the convergence of graphic design, photography, and studio arts and, digital and time-based media. Students work independently, in teams and closely with faculty and, are introduced to increasingly complex graphic communication and design problems and methodologies. This combined with opportunities to engage in professional “real world” work helps build informed, innovative and professional portfolios, and creates well-rounded designers—who both make things and produce creative solutions—and are ready to enter the job market upon graduation.

Visual arts core: (18 cr) ART 101, 115, 123, 131, 147, 150  
Graphic Design Core: (9 cr) ART 202, 211, 239  
Graphic Design Major: (27 cr) ART 205, 302, 305, 405, 406, 413, 447. Choose two courses from ART 309, 311 or CA 318  
Art History: (9 cr) Choose three courses from ART 141, 142, 215, 249, 344  
Electives: (9 cr) ART 402 and two courses outside of major. Suggested courses include: BU 105, BU 228, CA 221, CA 318, CS 118, CS 230, EN 216, CS 219, THR 220 or THR 225.  
Exhibit: Required

### **Bachelor of Fine Arts in Photography (72 Credits)**

The traditions of photography and its method of representation embrace ideas that extend far beyond the frame of the picture. Throughout its history photography has been used to illustrate, advertise, and communicate these ideas and images to a universal audience. At Stritch we believe that it is important that the photographer be prepared to understand the social and artistic impact which their photographs will have on the viewer. Our program will provide you with skills in both traditional photography and digital media production. You will be prepared to begin a career in photography through hands on course work and internship experiences that will connect you with the professional photography community.

Visual arts core: (18 cr) ART 101, 115, 123, 131, 147, 150  
Photography core: (9 cr) ART 111, 202, 239  
Photography major: (18 cr) ART 211, 205, 302, 309, 311, 411  
Additional courses: (9 cr) ART 402, 413 and 447  
Art History: (12 cr) Choose four courses from ART 141, 142, 215, 249, 344  
Electives: (6 cr) Two courses outside of the major. Suggested courses include: BU 105, BU 228, CA 221, CA 318, CS 118, CS 230, EN 216, CS 219, THR 220 or THR 225  
Exhibit: Required

### **Bachelor of Fine Arts in Studio Arts: (72 Credits)**

Within the area of studio art, various disciplines of visual arts can be studied. Beginning in the Visual Arts Core a student will experience a broad range of ideas and processes including digital media, drawing, 3-D concepts in sculpture and explore contemporary ideas about art and design. Upon completion of the visual arts core students participate in a portfolio review of their studio work. The review provides the student artist with a base from which to continue their study of Studio Arts in ceramics, painting, drawing, photography and or digital arts. The Studio Arts major works to emphasize the necessity of becoming proficient in the formal aspects of the artist craft and in the conceptual arenas that the student chooses to follow. The level of craftsmanship will also increase as the student begins to grow while experimenting with their own individual concerns and forms of expression.

Visual arts core: (18 cr) ART 101, 115, 123, 131, 147, 150  
Studio Art major: (27 cr) ART 111, 125, 129, 133 or 135, 223, 225, 231 or 233, 309, 447  
Art History: (12 cr) ART 141, 142, 344 and choose one 200-300 Art History level course

Choice of art studio courses is based upon Studio Art Electives: (6 cr) Choose two courses from ART 202, 211, 311, CA 318  
Additional Art Courses: (6 cr) Choose any two Art courses (100-300)  
Elective from outside of major (3 cr) Choose one course (100-200) Suggested courses include: BU 105, BU 228, CA 221, CA 318, CS 118, CS 230, EN 216, CS 219, THR 220 or THR 225  
Exhibit: Required

### **B.A./B.F.A. Visual Art Core Portfolio Review**

The purpose of the Visual Art Core (VAC) portfolio review is to provide aesthetic feedback and career guidance for all art department undergraduate majors. All students enrolled in a B.A. or B.F.A. program in the Visual Art Department must participate in the VAC portfolio review.

A faculty committee from the art department will conduct a portfolio review as needed each fall semester. The portfolio must represent art and design work completed in Visual Art Core (15-18 cr) while at Cardinal Stritch University. In addition to their portfolio of selected works, the student must submit a one page double spaced statement of intent regarding the anticipated major they will follow while at Stritch. Upon successful completion of the VAC portfolio review the student is formally admitted into a BA or BFA major. A transfer student must have completed a minimum of 9 credits of studio coursework in the Visual Art Department of Cardinal Stritch University before participating in the portfolio review process. Detailed information on the VAC portfolio review is available in the Visual Art Department office, CFA 110.

### **Art Minor Requirements**

The Art minor offered through the Visual Art Department is a great opportunity for any student in the University to engage and explore your creative energies. An art minor is well suited for majors in Communication, Theatre, Music, English, Business, Religious Studies, Sports Management and Math/Computer Science as well as other majors.

A minor in Art is 24 credits of art, and design courses that can include a variety of drawing, design, digital photography, ceramics and painting classes. We will work with you in order to build an interdisciplinary minor that best fits your area of interest.

If you are interested in a minor with a specific emphasis in Photography, Digital Media, Graphic Design or Studio Art, we can help you select a sequence of classes in your area of interest. A minor in Art History requires 24 cr in art with a minimum of 15 of those credits in art history courses.

For more information contact the department chair.

### **Transfer Credits**

A maximum of 18 credits can be transferred to a B.A. degree or 36 credits toward a B.F.A. at the discretion of the department upon transcript and portfolio review.

### **Northwestern Mutual Art Gallery and Internships**

Stritch's Northwestern Mutual Art Gallery provides exceptional educational opportunities for art students by exhibiting the works of regional and national contemporary artists. Internships in gallery management, graphic design, photography and fine and applied arts provide opportunities for those students seeking actual on-the-job experiences. Please contact the Gallery Director for more information.

## **COURSE DESCRIPTIONS**

### **ART 101 2-D Digital Design (3 Cr.)**

This is an introduction to the fundamental concepts and skills of visual art and graphic communication in the digital realm. Emphasis is placed on the elements, principles and techniques of making art and designing two-dimensionally. Special considerations for creating art/design in electronic media will be addressed. These include specialized terminology, image creation, digital color and printing. An introduction to developing creative strategies and work flow combined with an understanding of image and content develop skills that strengthen the student's ability to make, evaluate and discuss works of art/design.

### **ART 111 Photographic Processes (3 Cr.)**

Photography is essentially the language of visual perception accomplished through the manipulation of light and time. This course introduces historical events, visual concepts and basic technical methods that enable the beginning photographer to communicate

visual impressions more effectively. The students learn methods of black-and-white film photography that include 35mm camera handling, film exposure, chemical processing, printmaking, and print presentation techniques. Individual and group discussion facilitates historical, technical and aesthetic comprehension of photography as a means for personal expression. No prerequisites or prior experience required.

**ART 115 Web and Time Based Media  
(3 Cr.)**

This is an introduction to the techniques of creating art and design on multiple platforms. Participants will explore the fundamental concepts and skills of Web, sound and video. Principles of design, design theory and techniques learned in this class can be applied across all disciplines including visual art, design and communications. Prerequisite: ART 101, ART 150 or instructor consent.

**ART 123 Drawing I  
(3 Cr.)**

This course is an introduction to the materials, techniques and methods of naturalistic drawing. It provides an overview of the history and concepts of drawing and introduces students to figure drawing, anatomy, and common studio practices.

**ART 125 Painting I  
(3 Cr.)**

This course is an introduction to the techniques and methods of painting. The students explore the history of painting, color theory and materials of the painter. Studio safety and practice with water mixable oils and other modern paint mediums also are explored.

**ART 129 Printmaking I  
(3 Cr.)**

This studio course is an overview of the technical and conceptual principles of various printmaking processes, both traditional and contemporary. Methods include monotype, dry point intaglio, reduction lino-cut, and mixed media. In addition, students may choose to use methods learned in other classes to further enrich their work. These might include surface design, computer images and alternate photo processes. Prerequisite: ART 101.

**ART 131 3-D Concepts:Form, Space, Time  
(3 Cr.)**

Offering students a broad range of experiences in three-dimensional art, this course explores major concepts in 3-D design and sculpture as well as concentrated study and emulation of key contemporary artists. Students will experiment with additive/subtractive, composite, and digital methods to create studio projects dealing with space, site, movement, time, form, and the human figure. A special component of this course will be an introduction to digital 3-D modeling and printing. Emphasis will be placed on developing a personal artistic vision and studio practice through writing and reading about art.

**ART 133 Ceramics I  
(3 Cr.)**

In this class students will be introduced to the fundamental technical information necessary for skilled, expressive and safe use of equipment and materials to create works in clay. Included are a variety of hand-forming, firing and finishing methods to provide a vocabulary with which to express ideas effectively. This technical information is contextualized within the historical continuum of human clay use, from very ancient times to the present.

**ART 135 Metalsmithing I  
(3 Cr.)**

This introduction to the traditions of metalwork provides a basis for students to produce contemporary jewelry and metal objects. Students explore various techniques from soldering to stone setting, enabling them to produce finished works with the use of metals, including copper, brass and silver. Prerequisite: ART 101, ART 131.

**ART 137 Fibers I  
(3 Cr.)**

This studio course explores the use of surface design techniques on textile substrates to create works of art. Students will use methods of producing "complex fabric" through layering Procion dyes, water-based pigments, computer image development and printing on printable textiles and solvent transfers. Methods include resist dyeing (Shibori), stencil, photo silk screen, and embellishment. In addition, students may choose to use various printmaking techniques to further enrich their works. Prerequisite: ART 101.

**ART 141 Art History Survey I: Ancient and Medieval  
(3 Cr.)**

This is a survey of the art of Western Civilization through painting, sculpture and architecture with emphasis on the ancient world, the Christian eras prior to the Middle Ages, and Medieval Europe. Satisfies General Education (Core) requirement.

**ART 142 Art History Survey II: Renaissance/Modern****(3 Cr.)**

This is a survey of the art of Western Civilization through painting, sculpture and architecture with emphasis on Renaissance Europe, Baroque and the Modern period. The course satisfies a General Education (Core) requirement.

**ART 150 Understanding Art****(3 Cr.)**

This is an introductory approach to understanding art in both theory and practice. The course addresses how people perceive and understand visual art today and considers both the personal and social meaning of visual artworks within their historical and cultural context. The course satisfies a General Education (Core) requirement.

**ART 202 Digital Applications I****(3 Cr.)**

This course focuses on the theory and practice of page layout for multi-platform publications. Emphasis is equally placed on gaining fundamental knowledge of current software used in the art/design profession and design methods and considerations particular to each of the various types of publications and their platforms. Prerequisite: ART 101, ART 115 or instructor consent.

**ART 205 Graphic Design I****(3 Cr.)**

Graphic Design I is the first in a sequence of graphic design courses dealing with the interaction of text and image, the fundamental components of graphic communication. Students develop and hone skills in working with text and image as they create solutions to a series of design problems. Visual literacy will be increased through exposure to contemporary design issues and graphic design history. Students are expected to expand their proficiency in all aspects of the design process, including the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. Prerequisite: ART 101, ART 202.

**ART 211 Digital Photography****(3 Cr.)**

This class will explore the basic technical and aesthetic considerations of digital photography, image management and color printmaking techniques. Students will become proficient in the use of a digital SLR camera and basic lighting techniques. Emphasis will be on the production of digital negatives and the output of quality color balanced inkjet prints. Projects will enable the student to understand a variety of themes including portrait, landscape and documentary event photography. Topics will include lighting on location, mix light portraits as well as post-production editing strategies with Adobe Bridge and Photoshop. Prerequisite: ART 101, ART 111.

**ART 215 Elements of Film****(3 Cr.)**

This is an introduction to film theory with particular emphasis on an understanding of the cinematic techniques employed by the filmmaker to influence, manipulate and entertain an audience. The specific problems of film are explored including subjectivity vs. objectivity, realism vs. formalism, and art vs. record. This course includes viewings of representative films. Prerequisite: ART 115.

**ART 223 Drawing II****(3 Cr.)**

This course is a survey of various contemporary approaches to the ideas, materials and methods of drawing. There is an emphasis on life drawing and conceptual currents in the art world. Prerequisite: ART 123.

**ART 224 Figure Drawing****(3 Cr.)**

This is a survey of diverse technical and conceptual approaches to figure drawing. There is an emphasis on objective representational drawing methods with some exploration of individual interpretation. Prerequisite: ART 223 or instructor consent.

**ART 225 Painting II****(3 Cr.)**

This is a survey course focusing on diverse contemporary approaches to the formal, conceptual and material methods of painting. Emphasis is placed on the expressive and conceptual forms of painting in the context of recent art history. Prerequisite: ART 125.

**ART 229 Printmaking II****(3 Cr.)**

This course focuses on intermediate development of the technical and conceptual principles of printmaking. Emphasis is placed on the development of individual experimentation and expression. Prerequisite: ART 129 or consent of instructor.

**ART 231 Sculpture II**  
**(3 Cr.)**

This course focuses on exploring the nature and limits of three-dimensional concepts and materials. Emphasis is placed on further development of individual experimentation, expression, and studio practice. Prerequisite: ART 131.

**ART 233 Ceramics II**  
**(3 Cr.)**

This course includes instruction in throwing functional ware on the wheel along with exploration of surface design through glazing and other methods of patterning. In addition, the course is Franciscan infused through student involvement in serving the community via the Milwaukee Empty Bowls Project. Students make and donate bowls as well as volunteer time to participate in the annual fundraiser for food banks in southeastern Wisconsin. Open to non-art majors.

**ART 235 Metalsmithing II**  
**(3 Cr.)**

This intermediate-level course in jewelry design and small metal construction emphasizes advanced techniques including lost wax casting. Prerequisite: ART 135.

**ART 237 Fibers II**  
**(3 Cr.)**

This course focuses on continued exploration and advanced personal experimentation with fiber construction techniques. Prerequisite: ART 101, ART 137.

**ART 239 Typography I**  
**(3 Cr.)**

This is an introduction to the fundamental principles of typography, where type is regarded as an image that serves a variety of communicative purposes. Emphasis is placed on exploring issues of form and meaning, hierarchy, legibility and readability, structure and composition, and the design process. While typography is a highly focused branch of communication design, this introduction to type as image serves to open a path for students to study all facets of graphic design, digital media and photography in subsequent courses. Students use both traditional materials and design tools as well as computers. Prerequisite: ART 101, ART 115 or instructor consent.

**ART 243 Non-Western Art History**  
**(3 Cr.)**

This is an introductory course in Asian, African or Oceanian art. Asian art includes a study of the art of India, China and Japan and their interrelationship. African art concentrates on the art objects in the cultural context. Oceanian art traces the development of the arts in the South Sea islands and the cultures that produced them. Satisfies General Education (Core) requirement.

**ART 245 American Art History**  
**(3 Cr.)**

This course is a study of the development of American art through painting, sculpture and architecture from the Colonial era to the present. The study emphasizes painting and architecture. Satisfies General Education (Core) requirement.

**ART 249 Women Artists: Issues and Images**  
**(3 Cr.)**

The creative efforts of female artists are examined in light of historical, social and cultural contexts. Slides, lectures, films, field trips and discussions will acquaint students with the contributions of female artists throughout contemporary history. This satisfies a General Education (Core) requirement.

**ART 302 Digital Applications II**  
**(3 Cr.)**

Building on lessons from ART 202 Digital Applications 1, this course covers advanced topics in Web site design. Emphasis is on the development of advanced technical skills and on seeing a professional Web site project(s) through from start to finish, using best practices for development process, standards-compliant code and strong design. This may include the integration of sound, video and motion graphics. Prerequisite: ART 202 or instructor consent.

**ART 303 Illustration**  
**(3 Cr.)**

This is a study of the techniques and social functions of illustration with an emphasis on a variety of rendering techniques and digital production methods. The course also focuses on individual style and the narrative function of art and design. Prerequisite: ART 205, ART 223 or instructor consent.

### **ART 305 Graphic Design II**

**(3 Cr.)**

Graphic Design II is the second in a sequence of graphic design courses dealing with the interaction of text and image, the fundamental components of graphic communication. Students develop and hone skills in working with text and image as they create solutions to a series of design problems. Visual literacy is increased through exposure to contemporary design issues and graphic design history. Students are expected to expand their proficiency in all aspects of the design process, including the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation.

Prerequisite: ART 205.

### **ART 309 Digital Imaging**

**(3 Cr.)**

This interdisciplinary studio course examines the technical and conceptual aspects of digital image creation and manipulation. Emphasis is on the production of expressive personal images originating on both film and digital capture technologies. Prerequisite: ART 101, ART 111 or instructor consent and 15 credits of studio art courses.

### **ART 311 Studio Photography**

**(3 Cr.)**

This course will continue to examine the language of photography through studio and lab work, guest speakers and field trips. Students will learn strategies and techniques that focus on the use of artificial lighting as an illustrative tool for portrait and product photography. Students will become proficient in the use of a variety of camera formats including the 4x5-film camera and the digital SLR. This course also will introduce several digital editing solutions including Light-room and Photoshop/Bridge.

In addition students will become familiar with best business practices in photography as this relates to contracts, model releases and copyright laws.

Individual and group print critiques will enhance each student's personal understanding of the influential impact of illustrative photography. Prerequisite: ART 111 or instructor consent.

### **ART 313 Elements of Video**

**(3 Cr.)**

This interdisciplinary production and theory course introduces video as a documentary mode of storytelling and communication. Students learn intermediate methods of studio production using digital cameras and non-linear post-production editing techniques. Emphasis is on creating projects that address the visual production needs of various businesses and nonprofit organizations. Students learn post-production editing techniques using Final Cut Express and Soundtrack software. Class discussion covers current trends in the information and entertainment industry. Prerequisite: ART 115.

### **ART 323 Drawing III**

**(3 Cr.)**

This is an advanced drawing course concentrating on work in the studio with an emphasis on the formal and conceptual theories of drawing. The focus is on the personal development of the student working on an individual direction. Prerequisite: ART 223 or ART 224.

### **ART 325 Painting III**

**(3 Cr.)**

This is an advanced painting course concentrating on the formal and theoretical aspects of work in the studio. Emphasis is on the personal development of an individual approach to artistic production. Prerequisite: ART 225.

### **ART 327 History of Film**

**(3 Cr.)**

This is an historical survey of the major movements in cinema from the silent period to the present. Major topics include technology, industry development, prominent film styles, and important films and artists. Emphasis is placed on both the American and international cinema with viewing of representative films.

### **ART 344 Modern Art History**

**(3 Cr.)**

This course explores the concepts and the formal characteristics of modern art chronologically - looking at all the '-isms' of the 20th and early 21st centuries and finding the relationships among them. Short sections on the history of architecture and modern design of the various periods also are covered and compared for their stylistic connection to the 'fine arts' of the same periods. Prerequisite: ART 141, ART 142.

**ART 351 Methods I-Elementary**  
**(1.5 Cr.)**

This course studies the developmental stages of children's art and considers appropriate techniques, materials and methods for teaching kindergarten through sixth grade students. It also includes concepts that integrate art with other non-art units of study and museum resources. Prerequisite: Art education major.

**ART 352 Methods II-Secondary**  
**(1.5 Cr.)**

This course considers teaching strategies for seventh grade through advanced high school students. The course also addresses appropriate levels of content for each media-specific discipline. Prerequisite: Art education major.

**ART 400 Independent Study**  
**(1 - 3 Cr.)**

Independent Study is a planned course of study, which is highly individualized and not addressable through any other format. The student will be supervised by a faculty member in the department. This course may be repeated for a maximum of six total credits. Prerequisite: Junior/senior status in major and departmental approval. Lab Fee Required.

**ART 401 Topics**  
**(3 Cr.)**

The content of this seminar varies year to year to focus on a chosen art history topic. Students research areas of individual interest relevant to the topic of the course and present the results of this research. Prerequisite: Consent of instructor.

**ART 402 Internship**  
**(1 - 6 Cr.)**

The off-campus internship provides opportunities for student interns to gain authentic experience in their field of study, determine if they have an interest in a particular career and create a network of contacts for potential employment. The intern must be on site for eight hours per week for three credits or 16 hours per week for six credits. Prerequisite: Junior/senior standing in major.

**ART 405 Graphic Design III**  
**(3 Cr.)**

This advanced course in graphic design focuses on working at a professional level on advanced design and pre-press production. In addition to more complex visual problem solving, a strong emphasis is placed on individual student portfolio development. Prerequisite: ART 305.

**ART 406 Advanced Design Group**  
**(3 Cr.)**

This course is a key step in the transition from student to professional. Through work done for clients on and off campus, students will move beyond design as assignment into the realm of artwork for practical use. Working as a creative group, students will communicate directly with clients and printers to develop multi-platform work and hone business acumen and professional skills. Prerequisite: Declared BFA in photography or graphic design, BA in digital media or instructor consent. Lab Fee Required.

**ART 411 Advanced Photography**  
**(3 Cr.)**

This course is designed for photography majors with an advanced technical and visual understanding of the photographic process. Students design and research a thematic approach to creating a portfolio of images. Throughout this semester-long project students are required to follow professional guidelines in the production and presentation of their final portfolio. Prerequisite: Senior-level photography major.

**ART 413 Time Based Media**  
**(3 Cr.)**

This interdisciplinary studio course examines the technical and conceptual aspects of digital nonlinear multimedia interactive media. Emphasis is on the collaborative scripting, design and production of a cohesive media package within the context of artistic expression. Prerequisite: Consent of the instructor. Lab Fee Required.

**ART 415 Images of Women in Film**  
**(3 Cr.)**

This course is an introduction to the depiction of women in Hollywood films from the 1920s to the present from the critical perspective of feminist film theory. Particular emphasis is placed on major women directors, writers and other artists who have contributed significantly to the development of film art. This course includes the viewing of representative films.

**ART 447 Senior Seminar****(3 Cr.)**

The Senior Seminar is the capstone forum in which all majors critically and coherently position themselves within the context of their own specific professional preparation and artistic aspirations. Preparation includes development of a portfolio of works that will be presented in the undergraduate BA/BFA exhibition in the Northwestern Mutual Art Gallery. Prerequisite: Senior standing in art, graphic design or photography.

**ART 450 Advanced Studio Problems****(3 Cr.)**

This advanced interdisciplinary studio course examines the technical and conceptual aspects of technological developments relative to traditional art media. Course content varies to focus on specific topics or media as they become relevant. Emphasis is placed on the relationship of art and technology to cultural and social issues. Prerequisite: 36 art credits.

**ART 453 Art Curriculum****(3 Cr.)**

This course for art education majors addresses both the theoretical and practical dimensions of writing art curriculum. After studying the artistic developmental stages, students will explore the connections between art and other content areas and how the arts can be integrated throughout the K-12 curriculum. Students will create their own art curriculum projects. Prerequisite: ART 351, ART 352, art education major.



# MUSIC (MU)

The Music Department at Cardinal Stritch University, Wisconsin's only all-Steinway school, the Bachelor of Arts in Music (B.A. Mus.) degrees with concentrations in performance and composition-

## *Performance ensembles*

The Concert Choir and Instrumental Chamber ensembles are open by audition to all Stritch students with consent of the director. Non-music majors who register for the concert choir and instrumental ensembles may qualify by audition for a music performance scholarship.

## *Music minor*

The Music minor prepares students to supplement their major and broaden their marketable skills upon graduation. The knowledge and insights gained through music study can lead to enhanced credentials and career opportunities, especially in the field of education.

## *Music electives and the liberal arts core*

The music department offers the general student opportunities for attaining musical knowledge, performance skills and enrichment through a variety of courses in music appreciation, history, literature and individual lessons with our outstanding faculty.

## **Music Major Requirements**

### Admission

In addition to general University admission requirements, Music major applicants are required to perform an audition with Stritch music faculty to qualify for admission.

### **B.A. in Music Major:** 35-37 credits

Majors are required to earn a minimum grade of "C" in their major required courses, lessons and ensembles.

All Bachelor of Arts students with a music major must take MT 140 to fulfill the math requirement for core.

Required courses for Performance study: MU 105, 106, 108, 109, 126, 127, 205, 131 or 141 (0 cr. Participation required), 210, 211, 304, 325 (Voice majors), 395 (6 cr. Piano majors only), applied study on major instrument or voice (8 cr.), piano (pass proficiency exam) junior recital.

Required courses for Composition study: MU 105, 106, 108, 109, 126, 127, 131 or 141 (0 cr. Participation required), 205, 210, 211, 304, applied piano (pass proficiency exam), composition (8 cr.), junior recital.

### **Music Minor (open to all University students):** 22 credits

Applicants for the music minor are required to interview with the music department chair. Required courses for minor: MU 105, 106, 108, 109, 126, 127, 131 or 141 (0 cr. Participation required); 8 credits in applied study in a major performance area.

### **Applied Study**

Studio instruction is available in the following applied topics and performance concentrations: Piano, Piano Accompanying, Jazz Improvisation, Violin, Viola, Cello, Bass, Voice, Composition, Chamber Music, Flute, Clarinet, Oboe, Saxophone, Bassoon, Trumpet, Horn, Trombone, Euphonium, Tuba, Percussion, Classical and Jazz Guitar.

Studio instruction consists of 15 weekly lessons per semester:

1 credit = one 30 minute lesson per week

2 credits = one 60 minute lesson per week

## **COURSE DESCRIPTIONS**

### **MU 105 Music Theory I**

**(2 Cr.)**

This course provides a foundation for the understanding and application of the following music theory topics: manuscript notation, simple and compound meter, major and minor keys and scales, modes, intervals, triads, seventh chords, inversions, non-harmonic tones, cadences and voice leading. Upon successful completion of this course, students will be prepared to continue with the study of music theory in MU 106. This is a required course for music majors and minors, and open to all students with consent of the instructor. Prerequisite: Essential music literacy knowledge and skill. Students who do not receive a passing score on the Music Reading Assessment are required to register for two semesters of applied piano study before reapplying for MU 105..

### **MU 106 Music Theory II**

**(2 Cr.)**

This course provides a basis for the understanding and application of the following music theory knowledge base: first species counterpoint, dominant seventh chords, leading tone seventh chords, non-dominant seventh chords, seventh chord inversions, voice leading in four voices, four-part harmonization, and modulation. Upon successful completion of this course, students will be prepared to continue the study of music theory in MU 210. This is a required course for music majors and minors, and open to all students with consent of the instructor. Prerequisite: MU 105.

### **MU 107 A Survey of American Music**

**(3 Cr.)**

This is a cultural study of the life, times and music of the American people, including indigenous music, folk styles, jazz, blues, and popular styles. Emphasis is on listening skills and elements of musical organization.

### **MU 108 Music History I**

**(3 Cr.)**

This course is a historical survey of Western music from the ancient/medieval worlds through the 18th century. Students will examine essential elements, composers, genres, and performance styles of music, with an emphasis on listening and analysis. This course is open to all students to fulfill the Liberal Arts Core requirement for music.

### **MU 109 Music History II**

**(3 Cr.)**

This course is a historical survey of Western music from the 19th century to the 21st century. Students will examine essential elements, composers, genres and performance styles of music, with an emphasis on listening and analysis. This course is open to all students to fulfill the Liberal Arts Core requirement for music.

### **MU 110 Introduction to World Music**

**(3 Cr.)**

This is a study of the folk and cultivated forms of music of representative countries from around the world. Outstanding and representative musical works, instrumental and vocal, are studied along with the ethnic music of various countries. Emphasis is on listening skills and elements of musical organization.

### **MU 111 Introduction to the Piano**

**(3 Cr.)**

This course is an integrated piano study concentrating on music fundamentals, keyboard theory, essential piano technique, and introductory music history. Students learn how to read music, gain proficiency in harmony, and play beginning-level piano repertory. Students also gain knowledge of classical music history in a condensed form. This course is required for music major/minors, and will satisfy the music core requirement for all students.

### **MU 112 Studies in African-American Music**

**(3 Cr.)**

This course explores the development of African-American music in the United States. In-depth consideration is given to the ethnic roots, folk and popular-culture developments, and the contributions of African-American composers from pre-Harlem Renaissance to the present. Emphasis is on listening skills and musical organization.

### **MU 113 Milwaukee's Musical Cultures**

**(3 Cr.)**

This course is an exploration of "live" music found in several Milwaukee communities. Through fieldwork, research and discussions, participants will delve into music from Milwaukee's ethnic, folk, classical, religious or popular music communities, expanding their knowledge and appreciation of the variety and quality of musical expression available in the area. An attitude of openness, respect and understanding toward the music and people within the greater Milwaukee community is encouraged.

**MU 114 Introduction to Musical Art  
(3 Cr.)**

This course is designed to enhance understanding, perception and appreciation of musical art through listening and analysis. A wide variety of musical styles are considered including a survey of jazz, blues, rhythm and blues, rock, and Western classical music genres.

**MU 115 Arranging  
(3 Cr.)**

This is an introduction to music writing and composition through the use of computer technology. With the use of music writing software, students will progress from simple music notation through complex score arranging/composition. Prerequisite: Ability to read music notation and basic computer skills.

**MU 121 Handbell Choir  
(0 - 1 Cr.)**

The handbell choir provides a unique experience in ensemble performance. Weekly rehearsals focus on rhythmic and melodic note reading, handbell performance technique, and musical interpretation. The handbell choir performs for both on- and off-campus events. This course may be repeated three semesters for credit. The handbell choir also is open to all students without credit or fee.

**MU 122 Instrumental Methods - Strings  
(2 Cr.)**

Emphasis is on methods, materials and instructional strategies used in teaching violin, viola, cello and string bass. Special attention is given to the process of starting the beginning student. Students will be expected to attain a minimum proficiency on each string instrument and demonstrate their ability to teach effectively.

**MU 123 Instrumental Methods - Woodwinds  
(2 Cr.)**

Emphasis is on methods, materials and instructional strategies used in teaching flute, clarinet, saxophone, oboe and bassoon. Special attention is given to the process of starting the beginning student. Students will be expected to attain a minimum proficiency on each woodwind instrument and demonstrate their ability to teach effectively.

**MU 124 Instrumental Methods - Brass  
(2 Cr.)**

Emphasis is on methods, materials and instructional strategies used in teaching trumpet, French horn, trombone, baritone and tuba. Special attention is given to the process of starting the beginning student. Students will be expected to attain a minimum proficiency on each brass instrument and demonstrate their ability to teach effectively.

**MU 125 Instrumental Methods - Percussion  
(2 Cr.)**

Emphasis is on methods, materials and instructional strategies used in teaching percussion instruments. Special attention is given to the process of starting the beginning student. Students will be expected to attain a minimum proficiency on snare drum, bass drum, cymbals, timpani, Latin percussion, small color percussion instruments and drum set and demonstrate their ability to teach effectively.

**MU 126 Ear Training I  
(2 Cr.)**

This is the first of a four-course sequence in ear training and sight singing. Students will pursue mastery of the "Hearing Eye" and the "Seeing Ear" through in-class performance of musical examples in solfeggio and manuscript dictation. Upon successful completion of this course, students will be prepared to continue with the study of ear training in MU 127. This is a required course for all music majors and minors, and open to all students with consent of the instructor.

**MU 127 Ear Training II  
(2 Cr.)**

This is the second of a four-course sequence in ear training and sight singing. Students will have the opportunity to pursue mastery of the "Hearing Eye" and the "Seeing Ear" through in-class performance of musical examples in solfeggio and manuscript dictation. Upon successful completion of this course, students will be prepared to continue with the study of ear training in MU 226. This is a required course for all music majors and minors, and open to all students with consent of the instructor. Prerequisite: MU 126.

**MU 131 Concert Choir  
(0 - 1 Cr.)**

The concert choir is an ensemble of mixed voices performing choral literature from various stylistic periods. The choir performs at least one formal concert each semester and may tour in the spring semester. This is a required ensemble for voice music majors and minors. Membership in the concert choir is open to all qualified singers without credit or fee. Prerequisite: Audition, consent of the conductor.

**MU 141 Chamber Orchestra****(0 - 1 Cr.)**

This string ensemble performs for campus events and in conjunction with other instrumental and vocal groups both on and off campus. The music performed is representative of different periods and styles. Chamber orchestra often functions as the pit orchestra for musical theater productions. This is a required course for instrumental music majors and minors. Membership in the chamber orchestra is also open to all qualified students and without credit or fee. Prerequisite: Audition, consent of the conductor.

**MU 151 Wind Ensemble****(0 - 1 Cr.)**

The wind ensemble performs a diverse and challenging repertoire. The ensemble performs at least one concert each semester. This is a required course for wind and percussion music majors and minors. Membership in the wind ensemble is open to all qualified wind and percussion musicians without credit or fee. Prerequisite: Audition, consent of the conductor.

**MU 161 Jazz Ensemble****(0 - 1 Cr.)**

The jazz ensemble is a performance group consisting of saxophones, brass and rhythm. Literature performed represents all types of jazz with emphasis on big band swing, bop and the progressive style. Ensemble members will have opportunities to develop and perform improvised solos. This is open to all students by audition and consent of instructor. Prerequisite: Audition and consent of instructor.

**MU 200 Intermediate Piano****(3 Cr.)**

This course is an integrated piano study concentrating on music fundamentals, keyboard theory, intermediate piano technique, and an overview of music history. Students gain proficiency in sight-reading, harmonization, and transposition, and learn how to play intermediate-level piano repertoire. Students also gain knowledge of classical music history. This course is required for music major/minors, and will satisfy the music core requirement for all students. Prerequisite: MU 111 or instructor consent.

**MU 201 Women in Music****(3 Cr.)**

The music of women composers from the Medieval period through the 20th century is studied. Considerations of musical concepts, era characteristics and compositional techniques are considered. Discussion includes the challenges facing the woman composer as well as her place in society.

**MU 202 Music Education Methods****(1 Cr.)**

This course develops the future music teacher through the study of learning styles, curriculum, instruction and assessment. In addition, music education majors will be placed in elementary and secondary school music programs as an ongoing practicum experience to observe and participate in the curriculum planning, instruction and assessment. Prerequisite: Consent of instructor.

**MU 205 Recital Seminar****(0 - 1 Cr.)**

Music majors perform the solo and chamber literature pursued in their applied studies. Opportunities for peer coaching are provided in this informal noon-hour recital. This course is required of all music majors as a degree requirement and Music Department convocation. Prerequisite: Music major, minor, or consent of instructor.

**MU 209 Music History III****(3 Cr.)**

This is a study of Western art music beginning with the ancient Greeks, including the Middle Ages, Renaissance, and Baroque periods. This course examines essential elements, genres and styles of music, with an emphasis on listening and analysis. The course is required for music majors and minors, and open to all students with the consent of the instructor. Prerequisite: Music major, minor, or consent of instructor.

**MU 210 Music Theory III****(2 Cr.)**

This course provides a basis for the understanding and application of the following music theory knowledge base: modulation, secondary dominants, borrowed chords, Neapolitan sixths, and augmented sixth chords. Upon successful completion of this course, students will be prepared to continue with the study of music theory in MU 211. This is a required course for music majors, and open to all students with consent of the instructor. Prerequisite: MU 106.

**MU 211 Music Theory IV**  
**(2 Cr.)**

This course provides a basis for the understanding and application of the following music theory knowledge base: 9th, 11th and 13th chords; altered dominants; chromatic mediants; 12-tone technique; and non-functional harmony. This is a required course for music majors and open to all students with consent of the instructor. Prerequisite: MU 210.

**MU 215 Harmonic Jazz Theory**  
**(1 - 3 Cr.)**

This is an introduction to standard jazz vocabulary. Aspects considered include melodic devices such as primary jazz scales and arpeggios, harmony with emphasis on alterations and extensions, and the ii, V, I and blues progressions with focus on creating melodic improvisations over these structures. Prerequisite: Music major, minor, or consent of instructor.

**MU 216 Melodic Jazz Theory**  
**(3 Cr.)**

The focus is on melodic devices such as the diminished scales, altered dominant scales and inverted arpeggios. The student will be introduced to harmonic variations on the blues form and the 32-bar song form as well as melodic articulation of the half-diminished and tonic minor sonorities. Prerequisite: Music major, minor, or consent of instructor.

**MU 217 Music History IV**  
**(3 Cr.)**

This is a study of Western music beginning with the Classical period and continuing through the Romantic and Contemporary periods of music. This course examines the essential elements, genres and styles of music, with an emphasis on listening and analysis. The course is required for music majors and minors, and open to all students with consent from the instructor. Prerequisite: Music major, minor, or consent of instructor.

**MU 218 History of Early Jazz**  
**(3 Cr.)**

This course traces the African and European roots of jazz and other major influences on the development of jazz as an art form, beginning with African-American work songs, the blues, ragtime, and New Orleans/Chicago styles, continuing through the swing era.

**MU 219 History of Modern Jazz**  
**(3 Cr.)**

This course examines various styles of jazz beginning with Bebop and progressing through the cool, hardbop, fusion and contemporary styles. Special emphasis is placed on the musical art of Parker, Gillespie, Monk, Coltrane, Davis and Brubeck.

**MU 225 Non-Western Music Theory**  
**(3 Cr.)**

Students will look at concepts of scale, mode, rhythm, melody, texture, timbre, and form in selected non-Western musical cultures. Attention is also given to notational systems, tuning methods, aural analysis, and transcriptions. Prerequisite: MU 106.

**MU 226 Ear Training III**  
**(2 Cr.)**

Music majors pursue mastery of the "Hearing Eye" and the "Seeing Ear" through in-class performance of musical examples in solfeggio and manuscript dictation. Upon successful completion of this course, students will be prepared to continue with the study of ear training in MU 227. This is a required course for music majors and open to all students with the consent of the instructor. Prerequisite: MU 127.

**MU 227 Ear Training IV**  
**(2 Cr.)**

Music majors pursue mastery of the "Hearing Eye" and the "Seeing Ear" through in-class performance of musical examples in solfeggio and manuscript dictation. This is a required course for music majors and open to all students with the consent of the instructor. Prerequisite: MU 226.

**MU 235 Musical Cultures of the World I**  
**(3 Cr.)**

This is a survey of selected musical cultures in Africa, the Middle East, and India, focusing on classification of musical instruments, theoretical systems, scale structures, the role of music in society, and the relationship between music and the other arts in these cultures. Prerequisite: MU 106, MU 109.

**MU 236 Musical Cultures of the World II**  
**(3 Cr.)**

This is a survey of selected musical cultures in East and Southeast Asia, focusing on classification of musical instruments, theoretical systems, scale structures, the role of music in society, and the relationship between music and the other arts in these cultures. Prerequisite: MU 106, MU 109.

**MU 245 African Music Ensemble**  
**(1 Cr.)**

Participants will learn to perform traditional East African drumming and amadinda xylophone music from Uganda. Xylophone traditions in Uganda typically have several people performing simultaneously on a single instrument. Though the practice of interlocking musical parts is not foreign to Western music, neither the music nor the instrument itself bears any relationship to Western counterparts. In addition to performing, historical background, contexts of performance, stylistic traits and performance techniques are all thoroughly explored in this course. No previous musical training is required.

**MU 255 Jazz Performance Group**  
**(2 Cr.)**

This course covers the techniques of improvisation, arranging and the development of a standard repertoire through performance in a small jazz ensemble. Jazz theory and history are integrated into the performance experience. This is required for jazz studies majors, but open to all interested students by audition. Prerequisite: Audition and consent of instructor.

**MU 301 Music Education Foundations**  
**(3 Cr.)**

This course focuses on the history and philosophy of music education, learning theories, instructional models, assessment and current issues in music education. Prerequisite: Music major, junior standing.

**MU 302 Elementary School Music Methods**  
**(3 Cr.)**

This course features an emphasis on curriculum standards, methods, materials, instructional strategies, and assessments used in elementary music education programs, grades K-6. Students participate in supplementary activities related to their specific major, either K-12 Instrumental or K-12 Choral certification programs. Prerequisite: Music major and consent of instructor.

**MU 303 Secondary School Music Methods**  
**(3 Cr.)**

The emphasis is on curriculum standards, methods, materials, instructional strategies, and assessments used in secondary music education programs, grades 7-12. Students will participate in supplementary activities related to their specific major, either K-12 Instrumental or K-12 Choral certification programs. Budget and administration of the school music program, preparation for public performances, conducting, arranging, rehearsal techniques and score analysis are addressed. Prerequisite: Music major, junior standing.

**MU 304 Conducting**  
**(3 Cr.)**

This introduction to choral and instrumental conducting includes baton techniques, gestures, non-verbal communication, rehearsal techniques and score reading. Depending on the student's major, either instrumental or choral lab experiences are required. This is a required course for music majors and open to all students with the consent of the instructor. Prerequisite: Music major and consent of instructor.

**MU 305 Popular Music: A World View**  
**(3 Cr.)**

This is a survey of primarily non-Western popular music found in major cultural areas around the world. Content includes distinctions among popular, folk, traditional, and art music; influence of the mass media, American popular culture, nationalism, and the process of acculturation; stylistic features; and major performers. Prerequisite: Junior standing or consent of instructor.

**MU 306 Vocal Pedagogy**  
**(2 Cr.)**

This course prepares the choral major to help students develop their singing voices. Attention is focused on teaching techniques for production of good singing tone, proper breathing and breath support, physiological functions involved in voice production, and care of the voice. Prerequisite: Consent of instructor.

**MU 310 Counterpoint  
(3 Cr.)**

This course provides a basis for the understanding and application of the following knowledge base: late Renaissance polyphony, species counterpoint, two-voice 18th century counterpoint, the two-part invention, and the fugue. This course is required for the Bachelor of Music degree and open to all students with consent of the instructor. Prerequisite: Instructor permission.

**MU 311 Form and Analysis  
(3 Cr.)**

This course provides a basis for the understanding and application of the following knowledge base: melodic organization, two-part and three-part forms, variation technique, sonata form, rondo form, romantic and post-romantic styles, impressionism, serialism, and twelve-tone technique. This is a required course for the Bachelor of Music degree and open to all students with consent of the instructor. Prerequisite: Instructor permission.

**MU 315 Jazz Style Analysis  
(3 Cr.)**

Students will choose a jazz great to research during the semester. The focus is on practicing techniques of this jazz musician's style through transcription, performance and analysis of selected recordings. Prerequisite: MU 216.

**MU 325 Phonetics for Singers  
(2 Cr.)**

This is a study of the speech sounds of language using the International Phonetic Alphabet (IPA) symbols in order to perform texts in any foreign language. Application is made through the performance of songs in various languages. Prerequisite: Consent of instructor.

**MU 335 Musical Cultures of the World III  
(3 Cr.)**

This is a survey of the music of the Americas focusing on classification of musical instruments, theoretical systems, scale structures, the role of music in society, and the relationship between music and the other arts in these cultures. Prerequisite: MU 106, MU 109.

**MU 345 Ethnomusicology  
(3 Cr.)**

This is an introduction to ethnomusicology including an historical survey of major works in the field, organology, research methods, fieldwork, and musical ethnography. Prerequisite: MU 225, MU 235, MU 236, MU 335.

**MU 395 Advanced Piano Practicum  
(1 - 3 Cr.)**

This course 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. Accompanying and solo performance issues are addressed in a master class setting. This course is required for piano performance majors and minors, and open to all qualified students with the consent of the instructor. Prerequisite: Music major, minor and consent of instructor.

**MU 401 Senior Seminar  
(3 Cr.)**

This seminar provides students with the opportunity to review and integrate their knowledge of aesthetic philosophy, historical elements, and performance practice. This course is required for music majors who prepare and perform their senior recital as a final culminating project. Prerequisite: Senior standing in music and consent of Music Department chair.

**MU 410 Student Teaching in Music  
(12 Cr.)**

This includes participation and practice in teaching at a school placement consistent with the student's certification track. Small group seminars are incorporated into this experience. Full days in school are required. Prerequisite: Completion of the Music Portfolio II, Teacher Education Committee approval.

# THEATER (THR)

The Theater program at Stritch, rooted in the liberal arts tradition, includes an active performance and production schedule in which students are afforded the opportunity to work in all areas of theater including acting, directing, stage management, dance, voice, stagecraft, costuming, lighting and properties. Three degree options are available: B.A. in Theater with an Acting/Technical Theater concentration, B.A. in Theater with a Musical Theater concentration and Theater: Middle/Secondary Teaching Certification. Students are introduced to the origins and major developments in theater history, dramatic literature, and criticism and theory. Course work is augmented with three productions each year in the Nancy Kendall Theater, including a major musical, and one additional production in the Studio Theater as well as a variety of additional opportunities in the Studio Theater program. Teaching certification is available and professional work in the theater can be pursued with additional training in a conservatory setting or graduate school.

## MAJOR AND MINOR REQUIREMENTS

**Theater Major with an Acting/Technical Theater concentration:** 40 credits

Required courses for the theater core (25 credits): THR 103, 104, 201, 202, 208, 220, 303, 315, 401

Required courses for the concentration (15 credits): THR 213, 214, 304, 402, 405

**Theater Major with a Musical Theater concentration:** 41 credits

The Theater Major with a concentration in Musical Theater is designed to prepare students for careers in musical theater, or to pursue further study in graduate school. Within a liberal arts context, the program balances the practical with the theoretical combining strong training in performance skills (piano, speaking, singing, dancing and acting) with academic study in musical theater history and technical theater. Students will apply their skills by participation in an annual musical in the Nancy Kendall Theater and in a yearly cabaret/showcase in the studio theater. Course work and performance will be supplemented with local theater professionals who will be brought to campus as guest instructors and visiting artists to share their expertise with students.

### Educational Outcomes and Assessment

Upon completion of the program students will demonstrate: 1) a thorough understanding of the unique and complex requirements of integrating music and theory into a unified production, 2) the musicianship skills as a singer necessary for beginning a professional career in musical theater, 3) the ability to sight-read and prepare musical performances without assistance, 4) the techniques of acting and script analysis that are necessary for beginning a professional career in musical theater, 5) the ability to self-direct an acting performance for both musical and non-musical theater, 6) dance and choreographic skills that are necessary for beginning a professional career in musical theater, and 7) a thorough knowledge of the history and literature of musical theater and contemporary musical theater production.

In addition to the specific courses required in the major, reviews of achievement at the conclusion of each academic year are conducted for all students. Each student will perform in an end-of-the-year showcase/cabaret and a public recital is presented in the senior year; this recital includes performance in acting, dancing and singing.

Required courses for the theater core (25 credits): THR 103, 104, 201, 202, 208, 220, 303, 315, 401

Required courses for the concentration (16 credits): THR 105, 106, 107, 301, 4 credits total in Voice (any combination of MU 150, MU 250, MU 350 or MU 450), 3 credits total in Piano (MU 111 or MU 200 or a combination of MU 130, MU 230, MU 330, or MU 430), 4 semesters of participation in MU 131

### Middle/Secondary Certification

Required courses for middle/secondary certification/theater: THR 100 (two semesters of ½ credit), 103, 104, 200 (two semesters of ½ credit), 201, 202, 208, 213, 220, 300 or 400 (one credit), 303, 304, 315, 401, 402, 405

**Theater Minor:** 24 credits

Required courses for minor: THR 103, 104, 201, 202, 208, 213, 220, 405 plus two credits of theater laboratory

Required courses for middle/secondary teaching minor: THR 201, 202, 208, 220, 315, 401, 402, 405



Required courses for elementary education minor: THR 100 (two semesters of ½ credit), 103, 105, 200 (two semesters of ½ credit), 201, 202, 208, 220, 315, 405

## **COURSE DESCRIPTIONS**

### **THR 100 Theater Laboratory**

**(0.5 Cr.)**

On-campus production assignment.

### **THR 103 Stage Makeup**

**(2 Cr.)**

Students will gain a practical understanding of stage makeup including both the application and contribution makeup has to the visual impact of the actor and the overall design of a production. Students will learn the tools necessary to recognize race, gender, and age differences among humans and how to incorporate such differences into specific character designs for the stage. Other topics include historical makeup, fantasy makeup, makeup for large and small theaters, and makeup as part of the collaborative process.

### **THR 104 Costume Techniques**

**(2 Cr.)**

Students will gain a practical knowledge of basic costume techniques which provides skills that can be applied to the costume construction, costume modification, and wardrobe areas of theater. Students will learn to recognize costuming as a vital tool in the overall collaborative design process of theater. The history of theater also will be explored as it relates to the use of period costuming for the stage. Other topic areas include painting and dyeing, period and modern hairstyles, machine vs. hand techniques, and basic national safety standards.

### **THR 105 Theater Dance I**

**(2 Cr.)**

An introduction to the basic dance styles of ballet, modern, jazz and tap.

### **THR 106 Theater Dance II**

**(2 Cr.)**

An intermediate study of the basic dance styles of ballet, modern, jazz and tap.

### **THR 107 Theater Dance III**

**(2 Cr.)**

This course is the third of four courses in theater dance that builds on the knowledge and skills learned in Theater Dance I and Theater Dance II. It provides an advanced level of the many styles and skills involved in musical theater dance including advanced knowledge of posture, flexibility, and centering of the body; basic rudiments of ballet, modern and jazz dance; movement that is specific to genres and choreographic styles as seen historically on the musical theater stage; and knowledge of the choreographers that have advanced theater dance. Prerequisite: THR 105, THR 106.

### **THR 108 Theater Dance IV**

**(2 Cr.)**

This course in tap dance technique builds on the knowledge and skills learned in Theater Dance II by advancing the specific skills necessary for mastery of this particular dance form. Through the study of the history of tap dance in America and its vital place in American musical theater, students will be exposed to the broad range of dancers who have created this art form and will have the opportunity to advance their own knowledge and skills in the following areas: tap vocabulary, rhythm, sound technique, pattern accuracy, fluidity of movement, expression and style, phrasing and dynamics, improvisation and composition. Prerequisite: THR 105, THR 106, THR 107 or instructor consent.

### **THR 200 Theater Laboratory**

**(0.5 Cr.)**

On-campus production assignment.

### **THR 201 Voice for the Actor I**

**(3 Cr.)**

An introduction to the vocal mechanism, the production of tone, resonance, projection and articulation. Students will be introduced to the International Phonetic Alphabet and its application to the speaking process. Some vocal application of techniques.

**THR 202 Voice for the Actor II****(3 Cr.)**

This is an introduction to the principles of oral reading of prose and poetry. Topics include language (vowels, diphthongs and consonants, imagery, figures of speech), the forms of verse and prose (iambic pentameter, rhyme, line endings and the sonnet form) and context. The course focuses on vocal performance with specific application to the dramatic works of William Shakespeare.

**THR 205 Introduction to the Theater****(3 Cr.)**

An overview of the theater as an art form with particular emphasis on the theater's development from ancient Greece to the present. Examination of representative plays.

**THR 208 Acting I****(3 Cr.)**

An introduction to the art of acting with particular emphasis on the principles of improvisation, concentration, physical action and emotional recall.

**THR 213 Play Analysis I****(3 Cr.)**

An examination of dramatic literature from the ancient Greek period through the 18th century. Includes study of the play script both as literature and as a theatrical document.

**THR 214 Play Analysis II****(3 Cr.)**

This course offers an examination of dramatic literature of the 19th, 20th and early 21st centuries with emphasis on literary/dramatic styles and the structural elements of play scripts.

**THR 220 Stagecraft****(3 Cr.)**

An introduction to the basic principles of stagecraft: construction of scenery and properties and the fundamentals of stage lighting.

**THR 225 Fundamentals of Theatrical Design****(3 Cr.)**

An introduction to the language, elements and conventions of theatrical set, light and costume design used in the communication of a concept to a director in the collaborative process. Particular emphasis will be placed on laboratory projects and assignments.

Prerequisite: THR 220 recommended.

**THR 300 Theater Laboratory****(1 Cr.)**

On-campus production assignment.

**THR 301 History of Musical Theater****(3 Cr.)**

This course traces the growth of the uniquely American theatrical form from its beginnings in minstrel shows and burlesques through the golden age of Broadway to the contemporary stage. Topics include major contributors (composers, lyricists/librettists, performers) as well as the musical as a reflector and barometer of American social concerns and issues.

**THR 303 Acting II****(3 Cr.)**

A course in acting with emphasis on character analysis, scene-study and ensemble work. Prerequisite: THR 201, THR 208.

**THR 304 Period Styles for the Theater****(3 Cr.)**

A survey of the evolution of costume and architecture from the ancient Greek period to the present.

**THR 310 Scenic Design****(3 Cr.)**

An introduction to the methods and materials employed in theatrical design and related fields with particular emphasis on laboratory drawing projects and assignments. Prerequisite: THR 225.

**THR 315 Children's Theater**  
**(3 Cr.)**

A historical survey of theatrical literature written for children and an examination of major trends in children's theater within the context of the process of producing a play for an audience of children.

**THR 399 Independent Study**  
**(1 - 3 Cr.)**

Independent Study

**THR 400 Theater Laboratory**  
**(1 - 2 Cr.)**

On-campus production assignment.

**THR 401 Senior Seminar: Theater History**  
**(3 Cr.)**

A study of physical structures, major movements, playwrights and major theater practitioners from the ancient Greek period through the eighteenth century. Includes a major research component. Prerequisite: THR 213.

**THR 402 Theater History II**  
**(3 Cr.)**

A study of representative physical structures, major movements, playwrights and major theater practitioners of the nineteenth, twentieth and early twenty-first centuries. Prerequisite: THR 214.

**THR 403 Internship: Off-Campus**  
**(1 - 3 Cr.)**

Internship: Off-Campus Prerequisite: Junior standing and department approval.

**THR 405 Directing**  
**(3 Cr.)**

Fundamentals of play direction techniques as used in dramatic productions from inception to performance. Included are play choice, analysis, character study, rhythmic elements, rehearsal techniques and skills used in working with actors. Prerequisite: THR 208, THR 220.

**THR 433 Stage Dialects**  
**(3 Cr.)**

An introduction to the major dialects employed by the actor and performer. Using the International Phonetic Alphabet, the student will be introduced to the Standard English, American Southern, Irish, French, Italian, Scots and Brooklynese dialects. Transcriptions and oral presentations. Prerequisite: THR 201 or consent of instructor.

**THR 499 Independent Study**  
**(1 - 3 Cr.)**

Independent Study

# **COLLEGE OF BUSINESS AND MANAGEMENT**

## **Mission**

The mission of the College of Business and Management, accelerated non-traditional programs, is to prepare adaptive business leaders for the 21<sup>st</sup> 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.

# COLLEGE OF BUSINESS AND MANAGEMENT (CBM)

## ACCELERATED NON-TRADITIONAL PROGRAMS

The Undergraduate School offers undergraduate business programs in a non-traditional accelerated format typically scheduled in 5-6 weeks courses, presented one weekday evening per week on campus, off campus or online. The undergraduate degree and certificate programs offered through the College of Business and Management (CBM) operate in accordance with the mission statement of Cardinal Stritch University and subscribe to the following principles:

- CBM and its programs are committed to the 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 management problems.

Cardinal Stritch University's business-oriented programs for working adults are offered through the College of Business and Management. Like its graduate programs, the College's undergraduate programs allow working adults to advance their personal and professional educational goals while maintaining a career. Undergraduate offerings by CBM include Certificate Programs, and Associate's and Bachelor's degree programs. All CBM programs, with the exception of the ASB degree, are offered online as well as on-ground. Students in on-ground cohorts may take major courses or elective courses on-line, as well.

## REGIONS

The College of Business and Management, accelerated non-traditional programs, offers graduate programs at sites as well as the main Milwaukee campus. These sites are located in Wisconsin and Minnesota and can be offered to a group of 16 to 22 interested students in one or more of the three regions listed below:

### *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 College of Business and Management non-traditional undergraduate programs are typically scheduled in five- to six-week courses, presented one weekday evening per week. The capstone courses are 11 weeks. The core curriculum is structured sequentially, with students taking one course at a time. Courses involve four-hour class sessions once a week. Participants also form project teams made up of three to five students who meet outside of class for an average of four hours on a weekly basis to work on assigned individual and group projects. Courses are based on a facilitative model of education in which the students assume responsibility for self-directed, life-long learning. Prior to class starting dates, orientation meetings are held, at which the overall program is explained and necessary forms are completed.

Designed for working adults, the College of Business and Management 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.

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

## **PROGRAM DESCRIPTIONS**

### **CERTIFICATE PROGRAMS**

The College of Business and Management offers certificate programs designed for adult learners who wish to relate their practical career experience to business and management theory. Certificate programs are clusters of five to six three-credit courses that provide a concentration of course work to develop and/or enhance student skills in a particular area. Students may choose to complete the entire certificate program for 15 to 18 credits, take one or more courses to focus on a specific sub-area, or use individual courses as electives in combination with work towards an associate's or bachelor's degree.

#### **Certificate in Sales and Sales Management (CSM)**

Now more than ever, the sales industry has become a vigorous part of the world economy. Virtually no product or service can be distributed without a successful sales team helping to position a product to aid in the attainment of organizational goals. The certificate in sales and sales management emphasizes the skills and knowledge needed for students to become successful in sales and then progress into sales management careers. Students learn about the sales cycle, the importance of interpersonal relationships, effective negotiation, and how to manage, motivate, and lead a successful sales team.

#### **Certificate in Human Resource Management (CHRM)**

The Certificate in Human Resource Management (CHRM) is an 18-credit program that addresses issues that the HR employee faces daily, from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization's human resource department: seasoned HR staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; or specialists wanting to broaden their knowledge base. The program focuses on practical applications and techniques associated with the principles of human resource management. Students in this program will learn practical solutions to critical issues that impact the workplace every day.

#### **Certificate in Project Management (CPM)**

The Certificate in Project Management responds to the needs of a workforce which faces many changes. As companies and organizations have become flatter, the use of cross-functional teams and project managers has replaced the traditional hierarchical structures.

Students in the Certificate in Project Management program learn how to apply various tools and techniques to plan, schedule and manage projects, as well as how to analyze the successes and failures of those projects. Additionally, they learn how to function as a project team member. Those who receive the Certificate in Project Management will have the knowledge and skills necessary for managing projects that contribute to organizational competitiveness.

Because the skills in this program build upon each other in sequence, students must take the courses in the order presented. Microsoft project software is used throughout the program.

## **ASSOCIATE OF SCIENCE PROGRAM**

### **Associate of Science in Business (ASB)**

The Associate of Science degree in Business (ASB) offers a unique blend of the foundational business courses that serve as an introduction to business and management theory, as well as the liberal arts courses needed for a well-rounded education. This lower division, 64-credit academic program provides a wide array of introductory level courses and skills that can increase the student's value to the workplace or serves as a stepping stone for the achievement of a bachelor's level degree.

The first courses in the program guide students in their personal and professional growth, establish the initial proficiencies needed for oral and written communications, and introduce the basic concepts needed to understand the economic environment of business. Students proceed through the ASB degree program by taking one course at a time in a designated sequence, with each course building on the skills and competencies learned in previous coursework.

Throughout the ASB degree program, students work in project teams that increase their learning opportunities, serve as a support system, and allow them to evaluate diverse solutions to typical business problems. During the first course in the program, all students complete a joint community service project. This project enables students to learn to function as a team, deepens their appreciation of their civic duties and responsibilities, and demonstrates the Franciscan values inherent to the mission of Cardinal Stritch University.

The ASB degree program is a good choice for those students who are looking for employment in those fields that require more skills than high school education offers, to those who want to advance to supervisory level or team leader positions, and to those who want to proceed to a bachelor's degree program. With its mix of liberal arts courses and basic business and management courses, the ASB degree program offers students the first step to professional success.

## **BACHELOR OF SCIENCE PROGRAMS**

### **Bachelor of Science in Business Administration (BSBA)**

The Bachelor of Science in Business Administration (BSBA) degree program is an upper division undergraduate degree program that offers students an opportunity to blend their personal and professional experiences with quantitative and qualitative coursework. The program is designed to support students in their quest to work effectively in an increasingly more complex business environment and includes the skill sets related to the administration of a business enterprise. Those skills sets include critical thinking, ethical decision making and problem solving, and the analysis and evaluation of economic, financial, and statistical data. The BSBA degree program culminates in a capstone course, which enables students to integrate the learned skill sets with business theory. In the capstone course, students develop an overall strategic organizational plan, which involves the design, formulation, and management of business policies and strategies for change.

The BSBA degree program is accredited by the Accreditation Council for Collegiate Business Schools and Programs (ACBSP), which recognizes business schools that provide excellence in education for business professionals. The program is built on the core professional components that are recognized by the ACBSP as necessary for a broad understanding of the business environment. Those components include economics, finance, accounting, statistics, marketing, and the legal environment of business.

Students in the BSBA degree program progress by taking one course at a time in a designated sequence. They work in project teams that increase their learning opportunities, serve as a support system, and allow them to evaluate diverse solutions to typical business challenges. During the first course in the program, all students complete a joint community service project that allows them to learn to function in a team, deepens their appreciation of their civic duties and responsibilities, and demonstrates the Franciscan values that are inherent to the mission of Cardinal Stritch University.

A graduate of the BSBA degree program gains the skills needed to recommend alternative solutions to business challenges and opportunities, as well as the ability to communicate those solutions effectively.

### **Bachelor of Science in Management (BSM)**

The Bachelor of Science in Management (BSM) degree program is an upper division academic program designed for those who are seeking the skills and competencies necessary for managing within an organization. The program focuses on foundational concepts that are related to management techniques, especially those related to the successful management of people. Those concepts include the ability to communicate effectively, to think critically, to motivate and coach individuals and groups, and to promote ethical problem solving and decision making. The BSM degree program culminates in a capstone course, which enables students to integrate the learned skill sets with management theory. In the capstone course, students examine and analyze leadership performances and strategies that help shape the overall culture and effectiveness of an organization.

The BSM degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), whose main focus is on teaching excellence. The program is built on the core professional components that are recognized by the ACBSP as necessary for a broad understanding of the business environment. Those components include management, marketing, finance, accounting, and business ethics.

Students in the BSM degree program progress by taking one course at a time in a designated sequence. They work in project teams that increase their learning opportunities, serve as a support system, and allow them to evaluate diverse solutions to typical management challenges. During the first course in the program, all students complete a joint community service project that allows them to learn to function in a team, deepens their appreciation of their civic duties and responsibilities, and demonstrates the Franciscan values that are inherent to the mission of Cardinal Stritch University.

Because the BSM degree program emphasizes both theory and practical applications in the areas of communication, human behavior, leadership, and conflict resolution, a BSM graduate is well-suited to positions involving the management and supervision of people, a critical element in the achievement of organizational goals.

### **Bachelor of Science in Strategic Management of Information Systems (BS-SMIS)**

The Bachelor of Science in Strategic Management of Information Systems (BS-SMIS) emphasizes the strategies involved in managing technology and the information that it generates. The program includes courses which provide a basic management foundation, including such areas as critical thinking, leadership, and accounting and financial techniques. It also emphasizes specific areas related to the technology field such as database management, systems analysis and design, and enterprise

resource planning. The program culminates in a capstone course, which enables students to integrate the skill sets learned throughout the degree program. In the capstone course, students examine and analyze the strategic role that technology plays in helping an organization maintain its competitiveness and meet the challenges of the 21st century.

Students in the BS-SMIS degree program progress by taking one course at a time in a designated sequence. They work in project teams that increase their learning opportunities, serve as a support system, and allow them to evaluate diverse solutions to typical management challenges. During the first course in the program, all students complete a joint community service project that allows them to learn to function in a team, deepens their appreciation of their civic duties and responsibilities, and demonstrates the Franciscan values that are inherent to the mission of Cardinal Stritch University.

A graduate of the Bachelor of Science in Strategic Management of Information Systems degree program is well-positioned to manage the information technology processes and solutions that have become an integral part of an organization's overall business strategies, as well as to facilitate communication and strategic planning between the technology side of an enterprise and those who consume its products.

### **Bachelor of Science in Human Services Management (BS-HSM)**

The Bachelor of Science in Human Services Management is designed for those students who want to acquire the management skills necessary for use in the human services industry, whether not-for-profit or for-profit. Students learn wide-ranging, but detailed concepts that include ethical and legal issues, communications, finance and budgeting, fundraising, and community resource development. The overarching theme in each course, however, is application of these concepts into the overall management of a human services organization.

The curriculum is structured sequentially, with students taking one course at a time in a designed order. Upon completion of the entire course sequence, students complete a capstone course focused on human services strategies. During the capstone course, students complete a major paper and an oral presentation which demonstrates the integration of material from previous coursework in the degree program. The paper and presentation are based on a typical challenge or opportunity found in a human services organization.

Students who graduate from the Bachelor of Science in Human Services Management degree program are well-prepared to function as supervisors or managers in this growing field, and are positioned to make contributions to their organization's overall success.

## **ADMISSION REQUIREMENTS**

### **General Admission Requirements**

1. All students must have proficiency in the English language as determined by the office of admissions. Proficiency is usually demonstrated by two years of successful academic work in the United States at the high school or college/university level or by passing the test of English as a foreign language (TOEFL) with a score of 550 or better.
2. All students must meet the work experience requirements specific to their program. The academic assessor has the responsibility for verifying the work experience requirement for students seeking admission to all College of Business and Management degree and certificate programs.
3. Students who do not meet the specific admission requirements can have their applications reviewed on a case-by-case basis.

**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 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.

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 students on conditional admission, completion of the first four courses with a “C” 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.

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 course work 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 course work 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:

1. 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.
2. 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.

3. Taking the college prerequisite challenge exam and passing it with a score of 75% or better.

## **SPECIFIC ADMISSION REQUIREMENTS**

### **Certificate Programs**

In addition to meeting the College of Business and Management general admission requirements, the student must have:

1. A high school diploma or equivalent with a GPA of 2.0 on a grading scale of 4.0, or GED score of 2250

2. 2.0 grade point average on a 4.0 scale in previous college work. (Grades below C- do not transfer, but are used to calculate cumulative GPA.)
3. Two years of management and/or related experience post-high school, which may include volunteer or military experience.
4. Successful completion of the required admissions assessment, if applicable. This assessment is required for students with GPAs below 2.0.
5. Satisfactory completion of all prerequisites required for the program, or approved equivalents, before taking the course for which it is the prerequisite.

### **Associate of Science Program**

In addition to meeting the College of Business and Management general admission requirements, the student must have:

1. A 2.0 grade point average on all previous academic work or GED of 2250. GPAs below 2.0 will be reviewed on a case-by-case basis. A maximum of 16 technical credits may transfer into the associate's degree program.
2. Two years of full-time work experience, which may include volunteer or military experience.
3. Successful completion of the required admissions assessment, if applicable. This assessment is required for students with GPAs below 2.0.

Students who begin a Bachelor of Science program and then decide to complete the Associate of Science in Business degree must reapply and be re-evaluated for the Associate of Science in Business major and liberal arts requirements in effect at the time of their application for the Associate of Science in Business program.

### **Bachelor of Science Programs**

In addition to meeting the College of Business and Management general admission requirements, the student must have:

1. A minimum of 50 semester hours of transferable college credit with a 2.0 grade point average on a 4.0 grading scale (grades below "C-" do not transfer, but are used to calculate cumulative GPA). A maximum of 32 semester hours of technical credits from an accredited institution may be included as part of the minimum entrance requirements. A maximum of 18 CPL credits (excluding military credits) may be applied to the 50-credit minimum entrance requirement.
2. Two years of full-time work experience post-high school, including exposure to the functions of management: planning, organizing, staffing, directing, controlling. This may include volunteer or military experience.
3. Successful completion of the required admissions assessment, if applicable. This assessment is required for students with GPAs below 2.0.

Note: Meeting the specific admission requirements is not a guarantee of admission to the college. The college reserves the right to consider other factors in determining the best fit for CBM programs.

## **PROGRAM REQUIREMENTS**

### **Associate of Science Degree**

A total of 64 semester credits is required for graduation, with at least 48 credits taken at Stritch. A maximum of 21 credits may be transferred from another institution and applied to fulfill major course requirements.

Example:

64 credits (minimum required to graduate)  
~~48 credits~~ (major course sequence in ASB program)  
 16 remaining credits

The remaining credits may be earned through:

- (a) Credit for Prior Learning—18 credit maximum
- (b) Extra-institutional learning (CLEP, DANTES, military, and ACE registry)—30 credit maximum
- (c) Elective Courses—contact your Academic Counselor

Note: The number of credits that may be earned from extra-institutional learning such as CPL, portfolio, and CLEP combined cannot exceed 30. A maximum of 16 credits may be from technical courses.

The total of 64 semester credits must include the following:

- (a) 48 credits in the major courses in the ASB program
- (b) Liberal arts courses totaling 30 credits, including the following:
  - One course in written communication
  - One course in oral communication
  - Three courses in social sciences
  - One course in science
  - One course in math
  - Three courses in humanities (This includes ASB 160, which must be taken in the College of Business and Management)
- c) Electives to reach 64 total credits

Note: There are courses in the ASB program that count as both major courses and liberal arts courses.

In addition, students must have the following:

- (a) A minimum of 2.0 overall GPA
- (b) A minimum grade of "C-" in major courses
- (c) A minimum grade of "C-" in prerequisite courses\*
- (d) A minimum grade of "D" for liberal arts courses (in cases where the course is both a major course and a liberal arts course, a minimum grade of "C-" is required.) For prerequisite courses which will be later applied to meet requirements for graduate programs, a grade of "C" is required.
- (e) A minimum grade of "D-" for elective courses
- (f) Faculty recommendation for graduation

See graduation information section of the catalog for more requirements.

\* Note: For undergraduate courses that the student intends to apply later to meet prerequisite requirements for a graduate degree program, a minimum grade of "C" is required. In cases where a course is both a major and a liberal arts course, the higher grade requirement of "C-" for major courses prevails. For example, ASB 201 and ASB 160 are both liberal arts and major courses in the associates program, so student must achieve a minimum grade of "C-" in order to graduate.

### **Bachelor of Science Degree**

A total of 128 semester credits is required for graduation, with at least 41 major course credits taken at Stritch for the bachelor's degree programs. A maximum of 9 credits may be transferred from another accredited degree-granting institution and applied to fulfill major course requirements.

The total of 128 semester credits must also include at least 39 credits in liberal arts as follows:

- Three courses in the Humanities: examples: Literature, Art Appreciation (not Applied Art), Music Appreciation (not Applied Music), Foreign Language, History, Philosophy/Religion/Theology
- One course in mathematics
- One course in science
- Three courses in social sciences
- One course in written communication
- One course in oral communication
- One 400 level course in ethics (must be taken in the College of Business and Management)

The remaining two courses (or 6 credits) can be in any of the above areas.

In addition, students must have the following:

- (a) A minimum of 2.0 overall GPA
- (b) A minimum grade of "C-" in major courses
- (c) A minimum grade of "C-" in prerequisite courses\*
- (d) A minimum grade of "D" for liberal arts courses
- (e) a minimum grade of "D-" for elective courses
- (f) Faculty recommendation for graduation

See graduation requirements section of the catalog for more requirements.

Examples (assuming 50 credits transferred, minimum number of credits required for entry):

128 credits (minimum to graduate)

-50 transferable college credits

78 credits needed

-41 credits in the major

37 remaining credits from electives

\* For undergraduate courses that the student intends to apply later to meeting prerequisite requirements for a graduate degree program, a minimum grade of "C" is required.

In cases where a course is both a major and a liberal arts course, the higher grade requirement of "C-" for major courses prevails. For example, MGT 301 and MGT 460 are both liberal arts and major courses in the bachelor's program, so students must achieve a minimum grade of "C-" in order to graduate.

The remaining credits may be earned through:

- (a) Credit for Prior Learning—36 credit maximum (10 credits average award)
- (b) Extra-institutional learning (CLEP, DAN TES, military, and ACE registry)—60 credits maximum
- (c) Stritch certificate or associate courses
- (d) Elective courses - unlimited amount, contact your Academic Counselor

Note: the number of credits that may be earned from extra-institutional learning such as CPL, portfolio, and CLEP combined may not exceed 60.

Note: Students who wish to graduate with two undergraduate majors ("double majors") may do so by completing the liberal arts core requirements, applying all major courses that are common to the programs, and completing all additional courses required to meet the remaining major course work required in each program. The result must yield a total of at least 128 credits required for graduation with a BS degree.

# PROGRAM CURRICULUM AND COURSE DESCRIPTIONS

## Certificate Programs

### **CERTIFICATE IN SALES AND SALES MANAGEMENT (CSM)**

#### **Curriculum Sequence**

MKG 305 Fundamentals Of Selling (3 Cr., 5 Weeks) (Prerequisite for MKG 335)  
MKG 310 Managing Sales Relationships For Productivity (3 Cr., 5 Weeks)  
MKG 315 Psychology Of Sales (3 Cr., 5 Weeks)  
MKG 320 Negotiating Skills In Business (3 Cr., 5 Weeks)  
MKG 335 Sales Management (3 Cr., 5 Weeks)

#### **COURSE DESCRIPTIONS**

##### **MKG 305 Fundamentals of Selling (3 Cr.)**

This course provides a comprehensive approach to the fundamentals of selling, focusing on effective strategies throughout the sales cycle, including identifying customer needs, developing relationships, product presentations and qualifying sales, and closing and servicing a sale. Students will apply these concepts through preparation of sales proposals and presentations.

##### **MKG 310 Managing Sales Relationships (3 Cr.)**

This course is an introduction to aspects of professional sales relationships that affect sales productivity. Participants will be introduced to various patterns for analyzing the dynamics of the professional selling process and customer service which determine the dynamics of sales relationships.

##### **MKG 315 Psychology of Sales (3 Cr.)**

This course provides a practical approach to the key component of the sales effort -- "the close." Emphasis is given to consumer objectives, demonstration strategies, and closing techniques.

##### **MKG 320 Negotiating Skills in Business (3 Cr.)**

This course focuses on the process and practice of effective negotiations in the sales and marketing environment. The impact of negotiating on management and other business practices also is addressed.

##### **MKG 335 Sales Management (3 Cr.)**

This course is designed to prepare prospective sales managers for the challenges they face in corporate sales settings. It deals with the critical impact management has on sales, as well as the effective team-building strategies.

### **CERTIFICATE PROGRAM IN HUMAN RESOURCE MANAGEMENT (CHRM)**

#### **Curriculum Sequence**

HRM 454 The Role Of Human Resources (3 Cr., 5 Weeks) (Prerequisite for HRM 459)  
HRM 455 Staffing: Selection And Placement (3 Cr., 5 Weeks)  
HRM 456 Employee And Labor Relations (3 Cr., 6 Weeks)  
HRM 457 Wage And Salary/Benefits Administration (3 Cr., 6 Weeks)  
HRM 458 Safety And Health (3 Cr., 5 Weeks)  
HRM 459 Human Resource Development (3 Cr., 5 Weeks)

Students who have completed four courses in the Certificate in Human Resource Management program may not take ASB 210 Human Resource Management I or MGT 445 Human Resources Management II as part of the BSM course sequence. Such students must still fulfill the 41-credit residency requirements for the bachelor's degree.

## **COURSE DESCRIPTIONS**

### **HRM 454 Functions of Human Resources**

**(3 Cr.)**

This course is a study of the role of the Human Resources (HR) function. It focuses on effective ways to increase HR's influence, meet an organization's HR needs, and improve organizational results.

### **HRM 455 Staffing: Selection and Placement**

**(3 Cr.)**

This course addresses the practice and function of traditional HR areas of recruitment, interviewing, orientation and internal staffing, and the role of human resource management in strategic planning. Also covered are issues related to compliance with state and federal employment laws and regulations.

### **HRM 456 Employee and Labor Relations**

**(3 Cr.)**

This course provides human resources professionals with information on the laws and regulations that affect labor and employee relations, discipline, discharge and grievance/dispute resolution. Students will learn the procedures for responding to charges of discrimination or wrongful discharge.

### **HRM 457 Wage and Salary/Benefits Administration**

**(3 Cr.)**

Students will be prepared to establish pay programs which comply with legal requirements and which are consistent with organizational objectives. Topics include sales and executive pay programs and employee incentive programs. Students will create job evaluation systems and develop salary surveys.

### **HRM 458 Safety and Health**

**(3 Cr.)**

This course is an introduction to the fundamentals of safety management from a general managerial perspective, focusing on legal and ethical responsibilities for safety and associated liabilities. Topics include federal regulation (OSHA), Workers' Compensation, and the impact of management systems on safety performance.

### **HRM 459 Human Resource Development**

**(3 Cr.)**

This course focuses on the philosophy and perspective required to build and sustain an organizational learning and employee development environment. Students will explore the connection between personal and organizational development by creating a human resources plan to foster a learning atmosphere. The role of the HR professional as a change agent in preparing the organization and employees for the competitive challenges of the contemporary workplace also will be addressed. Prerequisite: HRM 454 or equivalent.

## **CERTIFICATE IN PROJECT MANAGEMENT (CPM)**

### **Curriculum Sequence**

Courses must be taken in the order listed.

CPM 470 Introduction To Project Management (3 Cr., 5 Weeks)

CPM 478 Project Team Management (3 Cr., 5 Weeks)

CPM 472 Project Management Techniques (3 Cr., 5 Weeks)

CPM 476 Project Budgeting And Financial Control (3 Cr., 5 Weeks)

CPM 474 Project Implementation (3 Cr., 5 Weeks)

CPM 479 Capstone Course: Project Management (3 Cr., 5 Weeks)

## **COURSE DESCRIPTIONS**

### **CPM 470 Introduction to Project Management**

**(3 Cr.)**

This course introduces students to the fundamental tools and concepts of project management, offering them the techniques of strategic project planning and of linking projects to overall organizational strategies. The course also emphasizes early scheduling and estimating, writing project specifications, communicating effectively during projects, and prioritizing activities. This gives students an understanding of the elements that are essential to project success even before the first project team meeting.

### **CPM 472 Project Management Techniques**

**(3 Cr.)**

In this course, students will learn to apply the tools and techniques used in managing projects in organizations. Students will learn to plan, organize, staff, lead, and control projects. The course emphasizes those activities that are essential to ensuring project success, including preparing the project network plan, assessing project risks, managing project resources, and maintaining a project's critical path. Combining theory and application, students will be required to solve common project management issues.

### **CPM 474 Project Implementation**

**(3 Cr.)**

In this course, students will learn how to monitor and manage a project's progress, deal with risks and challenges, and manage project resources. They will use basic project management concepts and techniques to determine whether and how the project can be implemented, including the development of a baseline plan for project closure.

### **CPM 476 Project Budgeting and Financial Control**

**(3 Cr.)**

In this course, students will learn techniques for developing project cost estimates, as well as capital, project, and cash flow budgets. Students will establish systems and procedures to monitor actual costs and assess project risks and strategies to mitigate those risks. They also will deal with project partnering and vendor relationships, including performance incentives.

### **CPM 478 Project Team Management**

**(3 Cr.)**

This course provides the student with strategies and techniques to create, staff, lead, and negotiate solutions to conflicts which may arise in project teams. The course addresses how a project leader creates plans, selects team members, organizes tasks, exerts leadership, and resolves conflict. It provides team leaders with techniques to run effective meetings, guide a team through continuous improvement processes, and diagnose the stages of team development and common group problems.

### **CPM 479 Capstone: Project Management**

**(3 Cr.)**

In this final course in the Project Management Certificate program, students will integrate and apply the theories, techniques, and tools they have learned in previous courses in the completion of a project plan. The ability to manage projects effectively and efficiently is demonstrated as students establish goals and objectives, create checkpoints, develop budgets and time estimates, organize a communication structure, and apply team leadership and problem-solving skills which move the project productively toward successful closure. Prerequisite: Completion of all other CPM coursework..

## **COURSE DESCRIPTIONS**

### **CTM 109 Interpersonal Skills in Organizations**

**(3 Cr.)**

This course covers the interpersonal skills necessary for success in the workplace. A balance between theory and application, the course includes tips and methods for effective interpersonal interactions in professional situations. Topics include providing effective feedback, functioning within a diverse environment, networking, and negotiation.

### **CTM 130 Introduction to Business Communication**

**(3 Cr.)**

In this course, students will learn how to use the tools and techniques for developing basic business communications, such as direct and indirect messages, reports, memoranda, and presentations. Students will respond to workplace scenarios by writing and presenting informative and persuasive messages.

### **CTM 206 Role and Function of Teams in the Workplace**

**(3 Cr.)**

Focusing on the early stages of team development, this course offers students a foundation in teaming and its relationship to organizational success. Students will learn about the stages of team formulation and the characteristics of high-performance teams. Students also will complete a community service project as part of this course.

### **CTM 209 Managing the Team**

**(3 Cr.)**

A blend of concepts and theories grounded in management principles, this course focuses on developing and empowering people to become better and more efficient members of an organization. This course enables front-line managers to acquire the skills necessary to establish and nurture teams in an ever-changing business environment.

### **CTM 211 Leading Teams (3 Cr.)**

In this course, students will build on concepts learned in CTM 206 Role and Functions of Teams to learn strategies for leading teams to high performance. Students will learn methods for motivating teams to brainstorm original and creative solutions to business problems and to initiate strategies for implementing those solutions. Prerequisite: CTM 206 or equivalent.

## **ASSOCIATE OF SCIENCE/BUSINESS (ASB)**

### **Curriculum Sequence**

MGT010 Basic Writing (3 Developmental Cr., 8 Weeks)  
MGT 020 Basic Mathematics (3 Developmental Cr., 5 Weeks)  
MGT 060 Basic Computer Skills (3 Developmental Cr., 6 Weeks)  
MGT 070 Written Communication Skills (3 Developmental Cr., 12 Weeks)  
MGT 080 Math 1 Review (3 Developmental Cr., 4 Weeks)  
MGT 090 Math 2 Review (3 Developmental Cr., 6 Weeks)  
ASB 110 Personal And Professional Assessment (4 Cr., 7 Weeks)  
ASB 101 Introduction To Written Communication (3 Cr., 8 Weeks) (Prerequisite for ASB 201)  
ASB 201 Persuasive Writing (3 Cr., 6 Weeks)  
ASB 105 American Free Enterprise System (3 Cr., 5 Weeks)  
\* ASB 104 Oral Communication (3 Cr., 5 Weeks)  
\* ASB 160 Introduction To Business Ethics (3 Cr., 5 Weeks) (This course must be taken at CBM.)  
ASB 140 Contemporary Mathematics For Business (3 Cr., 6 Weeks) (Prerequisite for ASB 151)  
ASB 208 Introduction to Management (3 Cr., 5 Weeks)  
\* ASB 151 Finite Mathematics (3 Cr., 6 Weeks) (Prerequisite for ASB 115 and ASB 205)  
\* ASB 106 Environmental Studies (3 Cr., 5 Weeks)  
\* ASB 118 Introduction to American Government and Politics (3 Cr., 5 Weeks)  
\* ASB 115 Introduction To Economics (3 Cr., 5 Weeks)  
ASB 120 Business Law I (3 Cr., 5 Weeks)  
ASB 205 Accounting I: Financial Accounting (3 Cr., 6 Weeks)  
ASB 210 Human Resource Management I (3 Cr., 6 Weeks)  
\*ASB 219 American History Since 1900 (3 Cr., 5 Weeks)  
\* ASB 220 Western Civilization I (3 Cr., 5 Weeks)  
\* ASB 260 Managing Cultural Diversity (3 Cr., 5 Weeks)  
\*ASB 248 Non-Western Religions (3 Cr., 5 Weeks)

### **Calendared Electives**

After completion of the ASB major course sequence above, the following courses will be scheduled to assist students in acquiring sufficient credits to meet ASB degree and liberal arts requirements.

#### *Cluster I*

\* ASB 240 Humanities I (3 Cr., 5 Weeks)  
\* ASB 202 Sociology of Work (3 Cr., 5 Weeks)  
\* ASB 225 Western Civilization II (3 Cr., 5 Weeks)  
MGT 265 Introduction to E-Commerce (3 Cr., 5 Weeks)

#### *Cluster II*

\* ASB 230 Western Civilization III (3 Cr., 5 Weeks)  
\* MGT 330 Intercultural Communication (3 Cr., 5 Weeks)  
\* ASB 245 Humanities II (3 Cr., 5 Weeks)  
\* ASB 107 Psychology of Human Relations (3 Cr., 5 Weeks)

#### *Other Available Electives*

ADM 427 Entrepreneurship (3 Cr., 5 Weeks)  
CIB 420 Introduction to International Business (2 Cr., 3 Weeks)  
CIB 421 Cultural Environment of International Business (1 Cr., 3 Weeks)  
\*ASB 282 Introduction to Literature: Fiction (3 Cr., 5 Weeks)  
\*ASB 284 Introduction to Literature: Poetry (3 Cr., 5 Weeks)



MGT 350 Personal Financial Planning (3 Cr., 5 Weeks)

MGT 352 Computers and Society (3 Cr., 5 Weeks)

Students may also select courses from Certificate programs.

\*Can be used to fulfill University Liberal Arts requirements.

## **COURSE DESCRIPTIONS**

### **ASB 101 Introduction to Written Communication**

**(3 Cr.)**

Introduction to Written Communication is designed as a freshman-level composition course. Using the latest research available, this course provides instruction and practice in specific methods of developing and improving writing that communicates a clear, coherent, unified and logical message to intended readers. In addition, the course provides instruction and practice in reading and analyzing essays from various disciplines for content and style.

### **ASB 104 Oral Communication**

**(3 Cr.)**

This course is designed to provide the student with a solid understanding of, and practice in, the speech-making process. The student will receive a thorough foundation in the elements of a successful business presentation.

### **ASB 105 American Free Enterprise System**

**(3 Cr.)**

This course provides the student with an overview of trends in the economic environment, including business formation options, fundamentals of marketing, management principles, human resources and finance. It also relates these trends to the American free enterprise system.

### **ASB 106 Environmental Studies**

**(3 Cr.)**

This course examines alternatives for reconciling concerns for environmental protection, preservation of ecological integrity, and quality of life on earth. Studies focus on the extent to which human action is changing the delicate balance of natural systems. The course explores ways for making personal contributions toward achieving a sustainable environment now and in the future.

### **ASB 107 Psychology of Human Relations**

**(3 Cr.)**

This is an integrated behavioral science course emphasizing interactions among people, including an introduction to the concepts and skills of effective human relations on the job. Specific perspectives include perception, personality structure, motivation and performance, personal and organizational communication systems, and individual values and organizational culture.

### **ASB 110 Personal and Professional Assessment**

**(4 Cr.)**

This course looks at personal and professional assessment as a continuous improvement process. It challenges students to look at their abilities in several areas and to plan for growth and development in areas they identify as needing improvement. The ability to learn is one of the major foci of this course, by the end of which students will understand that learning is a lifelong process and that the ability to learn is directly related not only to their success in education, but also to their success in the workplace. Students will participate in a group community service project as part of this course.

### **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.

### **ASB 118 Introduction to American Government and Politics**

**(3 Cr.)**

The purpose of this course is to study American government by exposing students to empirical knowledge about the structure and behavior of major political institutions, the environments in which decision-makers operate, and public attitudes and behavior. The course also explores the evolution of political concepts and myths and evaluates their significance in public life.

**ASB 120 Business Law I**  
**(3 Cr.)**

This course provides a fundamental understanding of the legal framework in which businesses must operate. It presents a series of legal principles and illustrates them through application to business situations.

**ASB 140 Contemporary Mathematics for Business**  
**(3 Cr.)**

This course covers standard business mathematics with real-world applications to equip students with the skills they will need in their careers. The course also covers such topics as the mathematics of business, interest calculations, depreciations, inventory and overhead, modeling word situations with equations, and an introduction to basic business statistics. In addition, it incorporates the use of appropriate computational technology.

**ASB 151 Finite Mathematics**  
**(3 Cr.)**

This course covers broad mathematical concepts, which can be applied to business, and prepares students for the required quantitative courses (statistics, economics, and finance) in their program. Topics include equations, inequalities and problem-solving, functions and graphs, counting techniques, probability, and basic statistics using the appropriate technology. Prerequisite: ASB 140 or equivalent.

**ASB 160 Introduction to Business Ethics**  
**(3 Cr.)**

This course introduces students to the application of ethical decision making to the business environment. Students will explore the balance between preserving ethical standards and maintaining responsibilities with customers, business stakeholders and society.

**ASB 201 Persuasive Writing**  
**(3 Cr.)**

This course provides instruction and practice in writing clearly, ethically and persuasively in the workplace, emphasizing the different styles used for different audiences. Students will do extensive writing and editing, both in class and in collaborative writing workshops. Prerequisite: ASB 101 or equivalent.

**ASB 202 Sociology of Work**  
**(3 Cr.)**

This course presents the perspective and terminology of the discipline of sociology and its insights into the world of work. It examines the motivations for working, the principal ways of classifying occupations, the factors affecting the placement of individuals in specific occupations, the organizational context of work, and the future of work.

**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.

**ASB 208 Introduction to Management**  
**(3 Cr.)**

This course provides the student with an overview of the fundamentals of management and leadership and their impact on the modern corporation. The course combines theory and practical application and offers the student an opportunity to learn about the nature of management, leadership, and cultural diversity.

**ASB 210 Human Resource Management I**  
**(3 Cr.)**

The course develops an awareness of human resources and their management, and its impact on productivity. It examines the roles of mid-level managers, line supervisors and human resources managers, and addresses the changing conditions in the external and internal environment that impact the management of human resources. The course provides a balanced approach, combining principles of behavioral sciences with traditional personnel and labor relations practices.

**ASB 219 American History Since 1900**  
**(3 Cr.)**

This course provides a survey of American history since 1900, exploring themes of liberalism versus conservatism, isolationism versus expansionism, peace versus conflict, and the growing power of federal government versus the rights of citizens. Students develop a broad foundation with which to understand the major political, social, and economic trends that have shaped American society.

### **ASB 220 Western Civilization I**

**(3 Cr.)**

This course introduces students to the major social, political, and economic events and themes of Western Civilization. Beginning with the civilizations of Mesopotamia, Egypt, Israel, and Babylon; continuing on through the civilizations of ancient Greece and Rome; then examining Islam, and Byzantium; and ending with medieval Europe, students will evaluate documents as historical sources; compare and contrast the development of various civilizations; analyze art and literature; and discuss politics, culture, and philosophy.

### **ASB 225 Western Civilization II**

**(3 Cr.)**

This course introduces students to the major social, political, and economic events and themes of Western Civilization. Beginning with the Italian Renaissance and ending with the spread of capitalism, students will evaluate documents as historical sources; compare and contrast the development of civilizations; and analyze art, literature, politics, culture, and philosophy. Students also will examine the rise of the Protestant Reformation and the Counter-Reformation, the development of European empires, and the rise of scientific discourse.

### **ASB 230 Western Civilization III**

**(3 Cr.)**

This course introduces students to the major social, political, and economic events and themes of Western Civilization. Beginning with the French Revolution and ending with the close of the 20th century, students will evaluate documents as historical sources; compare and contrast the development of civilizations; and analyze art, literature, politics, culture, and philosophy. Students also will examine the rise of Napoleon, the development of the Industrial Revolution, significant political movements (e.g., communism, fascism, and Nazism), the first and second World Wars, and the Atomic Age.

### **ASB 240 Humanities I**

**(3 Cr.)**

An interdisciplinary overview of the humanities, this course examines the importance of cultural roots to our lives and our society. It examines a broad spectrum of cultures and cultural roots, from the earliest civilizations of Egypt, Mesopotamia, Asia and Africa, to the early Greco-Roman, Judeo-Christian and Islamic-Byzantine cultures. Approaching cultural history on three levels -- historical, aesthetic and philosophical -- this course focuses on selected historical periods, major works of literature and art, and fundamental philosophies. It also enables students to discover the influences of these diverse cultural roots on contemporary society and culture.

### **ASB 245 Humanities II**

**(3 Cr.)**

An interdisciplinary introduction to the humanities, this course examines the importance of cultural roots to our lives and our society. The course approaches cultural history on three levels -- historical, aesthetic and philosophical. It also encompasses a broad spectrum of cultures, beginning in the Renaissance and continuing through the late 20th century. The course examines the importance of the arts and the impact of literature, music, dance and theater on society. The study of these diverse cultural roots will offer students a better understanding of who we are today in the great mosaic of contemporary culture.

### **ASB 248 Non-Western Religions**

**(3 Cr.)**

An introduction to some of the living religions of the non-Western world, this course opens with an exploration of the nature of religion, its definition and its sacred indigenous ways. It presents a survey of the historical and contemporary religions of India, China, and Japan, and Islam, focusing on the historical and cultural origins of these religions and their founders. The course also inquires into the beliefs, practices, views of reality, morality, and paths of ultimate fulfillment as expressed and lived by the followers of these religious faiths.

### **ASB 260 Managing Cultural Diversity**

**(3 Cr.)**

This course provides the student with an overview of cultural diversity and its impact on the corporate environment. It offers the student an opportunity to learn about the nature of cultural diversity, the challenges in the workplace that affect the participation of employees, and the leadership skills needed for this environment.

### **ASB 282 Introduction to Literature: Fiction**

**(3 Cr.)**

This course introduces students to key terms and concepts in literary studies. Students will use these concepts to read and discuss major works of fiction. By writing both formal and informal responses to the readings, students will learn to apply basic methods of literary interpretation and analysis.

**ASB 284 Introduction to Literature: Poetry  
(3 Cr.)**

This course introduces students to poetry as a form of literature and art. Students will look at the craft of poetry including style, language and technique; major themes; major poets; and historical developments of poetry. Through formal and informal responses to poems, students will recognize standard poetic forms and styles and learn to think critically about what makes an author's works meaningful.

## Bachelor's Degree Programs

### **BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BSBA)**

**Curriculum Sequence for the Major**

MGT 306 Principles of Self-Management (4 Cr., 6 Weeks)  
ASB 101 Introduction to Written Communication (3 Cr., 8 Weeks) (Prerequisite for MGT 301)  
\*MGT 301 Critical Thinking and Writing (3 Cr., 6 Weeks)  
MGT 405 Management and Leadership (3 Cr., 6 Weeks)  
\*MGT 460 Business Ethics (3 Cr., 5 Weeks.) (This course must be taken at CBM.)  
ASB 151 Finite Mathematics (3 Cr., 6 Weeks) (Prerequisite for ADM 321)  
ADM 321 Statistics I (3 Cr., 6 Weeks)  
\*ADM 341 Microeconomics (3 Cr., 5 Weeks)  
\*ADM 346 Macroeconomics (3 Cr., 5 Weeks)  
ADM 411 Business Law II (3 Cr., 5 Weeks)  
MGT 426 Marketing (3 Cr., 5 Weeks)  
ASB 205 Accounting I: Financial Accounting (3 Cr., 6 Weeks) (Prerequisite for ADM 335)  
ADM 335 Accounting II: Managerial Accounting (3 Cr., 6 Weeks) (Prerequisite for ADM 406)  
ADM 406 Managerial Finance (3 Cr., 5 Weeks)  
MGT 430 Introduction to Management Information Systems (3 Cr., 5 Weeks)  
ADM 496 Capstone: Business Policy and Strategy (5 Cr., 11 Weeks)

### **BACHELOR OF SCIENCE IN MANAGEMENT (BSM)**

**Curriculum Sequence for the Major**

MGT 306 Principles of Self-Management (4 Cr., 6 Weeks)  
ASB 101 Introduction to Written Communication (3 Cr., 8 Weeks) (Prerequisite for MGT 301)  
\*MGT 301 Critical Thinking and Writing (3 Cr., 6 Weeks )  
MGT 405 Management and Leadership (3 Cr., 6 Weeks)  
MGT 461 Communication for Management and Business (3 Cr., 5 Weeks)  
\*MGT 460 Business Ethics (3 Cr., 5 Weeks) (This course must be taken At CBM.)  
MGT 435 Organizational Behavior (3 Cr., 5 Weeks)  
ASB 151 Finite Mathematics (3 Cr., 6 Weeks)(Prerequisite for ADM 321)  
ADM 321 Statistics I (3 Cr., 6 Weeks)  
MGT 445 Human Resource Management II (3 Cr., 5 Weeks)  
MGT 459 Negotiations And Conflict Resolution (3 Cr., 5 Weeks)  
MGT 430 Introduction to Management Information Systems (3 Cr., 5 Weeks)  
ASB 115 Introduction to Economics (3 Cr., 5 Weeks)(Prerequisite)  
MGT 450 Financial Planning and Control Systems (3 Cr., 8 Weeks)  
MGT 426 Marketing (3 Cr., 5 Weeks)  
MGT 499 Capstone: Strategic Organizational Leadership (5 Cr., 11 Weeks)

### **BACHELOR OF SCIENCE IN STRATEGIC MANAGEMENT OF INFORMATION SYSTEMS (BS-SMIS)**

**Curriculum Sequence for the Major**

MGT 306 Principles of Self-Management (4 Cr., 6 Weeks)  
ASB 101 Introduction to Written Communication (3 Cr., 8 Weeks) (Prerequisite for MGT 301)  
\*MGT 301 Critical Thinking and Writing (3 Cr., 6 Weeks )  
MGT 405 Management and Leadership (3 Cr., 6 Weeks)  
MGT 430 Introduction to Management Information Systems (3 Cr., 5 Weeks)

ASB 151 Finite Mathematics (3 Cr., 6 Weeks) (Prerequisite)  
SMS 403 Introduction to Project Management of Information Systems (3 Cr., 5 Weeks)  
SMS 459 Legal and Ethical Issues in Management of Information Systems (3 Cr., 5 Weeks) (This course must be taken at CBM)  
SMS 423 Business Data Communications (3 Cr., 5 Weeks)  
\*ADM 341 Microeconomics (3 Cr., 5 Weeks)  
MGT 450 Financial Planning and Control Systems (3 Cr., 8 Weeks)  
SMS 441 Database Management (3 Cr., 6 Weeks)  
SMS 427 Marketing for the Information Age (3 Cr., 5 Weeks)  
SMS 439 Systems Analysis and Design (3 Cr., 6 Weeks)  
SMS 449 Enterprise Resource Planning (3 Cr., 5 Weeks)  
SMS 494 Capstone: Strategic Management of Information Systems (5 Cr., 11 Weeks)

## **BACHELOR OF SCIENCE IN HUMAN SERVICES MANAGEMENT (HSM)**

### **Curriculum Sequence for the Major**

MGT 306 Principles of Self-Management (4 Cr., 6 Weeks)  
ASB 101 Introduction to Written Communication (3 Cr., 8 Weeks) (Prerequisite)  
\*MGT 301 Critical Thinking and Writing (3 Cr., 6 Weeks)  
HSM 370 Principles and Trends in Human Services (3 Cr., 6 Weeks)  
HSM 408 Management and Supervision for Human Services Professionals (3 Cr., 5 Weeks)  
HSM 466 Ethical Issues in Human Services (3 Cr., 5 Weeks) (This course must be taken at CBM.)  
HSM 437 Community Resources and Development (3 Cr., 5 Weeks)  
ASB 151 Finite Mathematics (3 Cr., 6 Weeks)(Prerequisite)  
MGT 323 Statistics and Data Interpretation (3 Cr., 6 Weeks)  
MGT 445 Human Resource Management II (3 Cr., 5 Weeks)  
HSM 468 Legal Issues in the Human Services Field (3 Cr., 5 Weeks)  
HSM 454 Communications and Grant Writing (3 Cr., 5 Weeks)  
ASB 115 Introduction to Economics (3 Cr., 5 Weeks) (Prerequisite)  
HSM 451 Finance and Budgeting for Human Services Organizations (3 Cr., 8 Weeks)  
HSM 429 Marketing and Fundraising for Human Services Organizations (3 Cr., 5 Weeks)  
HSM 491 Capstone: Human Services Strategy (5 Cr., 11 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 335 Accounting II: Managerial Accounting (3 Cr.)**

Managerial accounting involves the use of economic and financial information to plan and control many of the activities of the business entity and to support the management decision-making process. In this course, the acquisition, analysis and reporting of accounting information are examined from the perspective of effective management decision making, with special emphasis on the planning and control responsibilities of practicing managers. Prerequisite: ASB 151, ASB 205 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 346 Macroeconomics (3 Cr.)**

This course provides a basic foundation in the principles of macroeconomics as applied to the overall economy and its behavior. It leads students to consider how and why the economy is affected by periods of expansion and recession, by inflation and unemployment, and by foreign trade and exchange, as well as other economic variables. It also reviews, in detail, the supply and demand relationship among goods, services and labor as they apply to a global economy. 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.

### **ADM 411 Business Law II**

**(3 Cr.)**

This course provides a basic overview of legal principles and provides an intermediate-level study of the nature, formation and application of those principles in the business environment.

### **ADM 427 Entrepreneurship**

**(3 Cr.)**

This course provides the student with an overview of entrepreneurship in today's business environment. A combination of theory and practical application, it offers the student an opportunity to learn about the nature of small business and the steps involved in exploring entrepreneurial alternatives. It also introduces the student to the steps necessary for preparing a business plan, launching a new venture, developing marketing strategies, managing a small-business operation, handling financial and administrative controls, dealing with personnel issues, and addressing governmental regulations pertaining to small business.

### **ADM 496 Capstone: Business Policy and Strategy**

**(5 Cr.)**

Organizational strategic planning has long been identified as a crucial factor in organizational performance. This course presents the theory, research and practice of strategic planning in organizations. That includes consideration of the impact of strategic planning on organizational performance, choosing strategies and strategy implementation, and evaluation. Through a detailed case study, students will apply this knowledge using a framework that integrates prior learning from previous business administration courses. The main product of this course is an individually written, comprehensive, integrative case study of strategic planning. Prerequisite: Completion of all other BSBA major coursework.

### **CIB 420 Introduction to International Business**

**(2 Cr.)**

This course explores practices important to international business, emphasizing the development of a global mindset and exploring the strategic implications of current international issues and trends. The course promotes sensitivity to the unique problems and prospects of international business.

### **CIB 421 Cultural Environment of International Business**

**(1 Cr.)**

This course examines the broad range of issues and skills that are crucial to cross-cultural interaction encountered by business managers in a global business economy. It prepares students to identify the issues associated with managing and valuing diversity within a domestic context, as well as dealing with issues of international diversity. In addition, the course deals with such issues as the increasing multiethnic composition of the North American labor force, ways in which gender differences impact communication styles and patterns, and the influence of religious beliefs, cultures, and philosophies upon human behaviors and customs at home and abroad.

### **HSM 370 Principles and Trends in Human Services**

**(3 Cr.)**

This course provides an overview of the principles and strategies used for managing and administering for-profit and not-for-profit organizations. Students study the history of the human services field, as well as current and projected trends. Throughout the course, students examine the social, economic, and political issues that affect the human services field.

### **HSM 408 Management and Supervision/Human Service Profession**

**(3 Cr.)**

In this course, students are introduced to basic management theory and functions that supervisors and managers need to succeed. Students examine management functions, the effects of organizational culture, ways to improve organizational communication, theories of group dynamics, and the importance of ethical behavior and social responsibility for managers and supervisors.

### **HSM 429 Marketing and Fundraising for Human Service Organizations**

**(3 Cr.)**

This course provides the student with an overview of the role of marketing and resource development for human services organizations. Students examine the factors affecting public perception and how to recognize marketing variables. The course, a

combination of theory and practice, provides students with the opportunity to develop marketing and fundraising plans for an existing or potential human services project.

### **HSM 437 Community Resources and Development**

**(3 Cr.)**

This course is a study of the organization and purpose of human services organizations. Students will examine the roles and relationships of government human services agencies, and for-profit and not-for-profit organizations. In addition, students will learn the fundamentals of creating and maintaining stakeholder relationships, such as those with board members, patrons, and governmental entities.

### **HSM 451 Finance and Budgeting for Human Services Organizations**

**(3 Cr.)**

In this course, students learn basic financial and budgetary techniques that will assist them in functioning more effectively as managers of human services organizations. The course emphasizes analysis and evaluation methods, and covers commonly used financial theories, techniques, and methodologies. Prerequisite: ASB 115 or equivalent.

### **HSM 454 Communications and Grant Writing**

**(3 Cr.)**

In this course, students learn how to use communication and information processes as a means of promoting not-for-profit organizations. Students learn how to develop and apply appropriate communications techniques for internal and external audiences. Emphasis is placed on the development of grant request proposals to public and private entities.

### **HSM 466 Ethical Issues in Human Services**

**(3 Cr.)**

This course examines basic ethical principles and how they apply to the delivery of human services. Using a case study approach, students consider issues such as confidentiality, client rights, and professional ethics. Students discover how ethical issues overlap and affect human services organizations.

### **HSM 468 Legal Issues in Human Services Field**

**(3 Cr.)**

This course examines basic legal principles and how they apply to the delivery of human services. The course provides a basic introduction to legal theories and dispute resolution. A special emphasis is placed on the study of contracts.

### **HSM 491 Capstone: Human Service Strategy**

**(5 Cr.)**

In this culminating course, students will have an opportunity to incorporate concepts from the previous BS-HSM curriculum into an overall strategy for managing a human services organization. The course requires students to develop a systematic framework for addressing internal and external challenges that face human services organizations. Students will complete an integrative paper, based on a particular problem/opportunity in an organization. Prerequisite: Completion of all other HSM major coursework.

### **MGT 010 Basic Writing**

**(3 Cr.)**

Basic Writing is a developmental course designed for students who need review of or further practice in the basics of writing before they take ASB 101 Introduction to Written Communication. Strategies for successfully working through the stages of the writing process (prewriting, drafting, revising, and editing) and for adequately supporting a central idea are studied and practiced, as are grammar, usage, and mechanics basics. To develop reading, comprehension and critical thinking skills, students read, analyze, and discuss essays by contemporary writers. After practicing writing basics through a series of paragraphs, students compose a focused, organized, coherent, mechanically correct essay that communicates its purpose to its intended readers. Although assessed for three credits, this developmental course does not carry University credit.

### **MGT 020 Basic Mathematics**

**(3 Cr.)**

This course is designed to help students review and improve their basic math skills. These skills include manipulations of whole numbers, fractions, decimals, ratios and proportions, percents, statistics, and some beginning algebra. Class strategies include lecture, group work, and individual assignments. Emphasis is on developing problem-solving strategies and proficient use of a calculator. Although assessed for three credits, this developmental course does not carry University credit.

### **MGT 060 Basic Computer Skills**

**(3 Cr.)**

This tutorial course is designed to help students review and improve their basic computer skills. These skills include basic understanding of computer concepts, as well as an overview of Microsoft Windows XP, Word, and Excel. Although assessed for three credits, this developmental course does not carry University credit.

### **MGT 070 Written Communication Skills**

**(3 Cr.)**

This course provides tools for students to develop foundational writing skills, such as organization, structure, and preparation of papers. The course presents students with strategies for analyzing reading, as well as for developing paragraphs, essays, and research papers. Although assessed for three credits, this developmental course does not carry University credit.

### **MGT 080 Math 1 Review**

**(3 Cr.)**

This course provides tools for students to develop foundational mathematical concepts, such as the number system, computation, decimals, and fractions. In this course, students will develop strategies for acquiring skills in these areas and completing the Skills Inventory tests to identify strengths and weaknesses. Although assessed for three credits, this developmental course does not carry University credit.

### **MGT 090 Math 2 Review**

**(3 Cr.)**

This course provides tools for students to develop foundational mathematical concepts, such as signed numbers, ratios and percents, data interpretation, algebra, measurement, and geometry. In this course, students will develop strategies for acquiring skills in these areas and completing the Skills Inventory tests to identify strengths and weaknesses. Although assessed for three credits, this developmental course does not carry University credit.

### **MGT 265 Introduction to E-Commerce**

**(3 Cr.)**

Electronic commerce, or e-commerce, involves the exchange of goods and services between two or more parties using electronic tools and techniques. It incorporates business-consumer, business-business, and intra-organizational transactions. This course addresses topics such as foundations of e-commerce, retailing, consumerism, Intranet and extranet activities, strategy and implementation, globalization via e-commerce, infrastructure, and creating Web pages. An important theme of the course is the fit between information technology and the business world.

### **MGT 301 Critical Thinking and Writing**

**(3 Cr.)**

This course further develops analytical writing and critical thinking skills introduced in ASB 101 Introduction to Written Communication. It cultivates the required skills for critical argumentation by encouraging students to engage in and converse with various readings. Students will assign significance to these readings, analyze and reflect on them, and construct their own critical responses and arguments. Prerequisite: ASB 101 or equivalent.

### **MGT 306 Principles of Self Management**

**(4 Cr.)**

This introductory course challenges adult students to find the balance between available time and energy and the demands of their environment. It is designed to assist students with setting the stage for success by focusing on ways to develop a healthy self-concept and by recognizing the relationships between the results of personal effort and constructive strategies for working, studying, and recreating. During this course, students will plan and complete a community service project.

### **MGT 323 Statistics and Data Interpretation**

**(3 Cr.)**

Using practical case examples, students will learn how statistics and data analysis can be used to solve problems they may encounter as managers. Students will learn how statistics and data interpretation are crucial skills for effective decision making. Prerequisite: ASB 151 or equivalent.

### **MGT 330 Intercultural Communication**

**(3 Cr.)**

This course provides an introduction to the foundations, processes, and applications of intercultural communication. Exploring communication from local, regional, and global perspectives, the course asks students to consider the diverse cultural contexts in which communication occurs. In addition, students will examine ways in which the recognition of difference can facilitate intercultural communication.

### **MGT 350 Personal Financial Planning**

**(3 Cr.)**



This course is an introduction to the framework and tools for preparing a personal financial plan. This course covers the financial implications of goal setting, major purchase decisions, credit and insurance strategies, investment portfolios, and retirement and estate planning. Discussion of the topics are set in context of the economic environments and government policies.

### **MGT 352 Computers and Society**

**(3 Cr.)**

In this course, students will examine how computers and technology are integrated into and affect our personal and professional lives. Also discussed are the ethical ramifications of constantly changing technology.

### **MGT 405 Management and Leadership**

**(3 Cr.)**

This course provides an overview of the fields of management and administration. Students will study the techniques of management and leadership, as well as practical applications to improve managerial effectiveness.

### **MGT 426 Marketing**

**(3 Cr.)**

This course provides the student with an overview of the role of marketing within the organizational environment. It examines the factors affecting consumer behavior and focuses on the development of marketing strategies and the recognition of marketing variables. The course is a combination of theory and practical application, providing the student with the opportunity to analyze a marketing plan for an existing or innovative product.

### **MGT 430 Introduction to Management Information Systems**

**(3 Cr.)**

This introductory course is a study of computer information systems, focusing on concepts and case studies of real-world problems. It provides the tools to use information systems as an end-user manager and to follow the trends of developing technology.

### **MGT 435 Organizational Behavior**

**(3 Cr.)**

This course is a study of organizational theory and application. The managerial functions of planning, controlling, staffing, directing and motivating are explored in the contexts of both individual and group behavior.

### **MGT 445 Human Resource Management II**

**(3 Cr.)**

Students will examine a variety of topics in the field of human resource management. Material to be covered in this course includes employee training, performance appraisals, health and safety policies, collective bargaining, and employee benefits. Personnel problems in both the public and private sectors are examined.

### **MGT 450 Financial Planning and Control Systems**

**(3 Cr.)**

In this course, students will learn basic accounting and financial techniques that will help them to function more effectively as managers. The course emphasizes analysis and evaluation methods and covers commonly used financial theories, techniques and methodologies. Prerequisite: ASB 115 or equivalent.

### **MGT 459 Negotiation and Conflict Resolution**

**(3 Cr.)**

In this course, students will learn a range of effective negotiation and conflict resolution practices. Students will become aware of their own behavior and that of others. They will be able to apply these skills to such areas as human resource management, managerial negotiations and competitive decision making.

### **MGT 460 Business Ethics**

**(3 Cr.)**

This course deals with the ethical implications of management decision making in society. It places emphasis on the ethical impact of contemporary social, political and economic issues.

### **MGT 461 Communication for Management and Business**

**(3 Cr.)**

In this course, students will learn how to use communication and information processes as a means for coordinating and controlling organizational activities. Students will learn how to develop and apply appropriate communication techniques for international and external audiences, and to analyze the receipt of information from formal and informal communications.

### **MGT 499 Capstone: Strategic Organizational Leadership**

**(5 Cr.)**

In this culminating course, students will have an opportunity to incorporate concepts from the previous Bachelor of Science in Management curriculum into an overall strategy for managing an organization. The course requires students to develop a framework to systematically address internal and external issues that organizations encounter. Students will complete an integrative paper based on a particular problem/opportunity in the workplace. Prerequisite: Completion of all other BSM major course work.

**PSM 407 Introduction to Management of Public Agencies**

**(3 Cr.)**

This course examines the principles and management of public agencies, and gives students a comprehensive understanding of the legal, political, and management issues that are part of the work environment. It provides an overview of the development, structures, and functions of public safety agencies, as well as the newer approaches to planning, programming, budgeting and system analysis in the administration of public agencies.

**PSM 414 Law Enforcement Management and Leadership**

**(4 Cr.)**

This course provides an overview of the fields of management and administration with an emphasis on the unique needs of law enforcement. Students will study the techniques of management and leadership, as well as practical applications to improve managerial effectiveness. In addition, they will learn how to define leadership and critique agency policies and procedures against accepted national and international professional standards.

**PSM 415 Contemporary Issues in Public Safety**

**(3 Cr.)**

The functions of organizations involved in maintaining the public safety are examined in relation to their own and societal goals. Primary emphasis is on public safety practices, decision making, and accountability. Within this framework, in-depth consideration is given to current issues, problems, and controversies in the area of public safety management.

**PSM 447 Human Resource Management in Public Agencies**

**(3 Cr.)**

This course in human resource management provides students with an overview of concepts and applications concerning human resource issues, as they exist in a public environment. It also provides a comparison and contrast between public and private human resource management. Students in this course are required to develop, analyze, and solve issues concerning a variety of human resource elements.

**PSM 451 Budget and Management Control Systems**

**(3 Cr.)**

This course covers the design and use of management control systems that assist management in insuring that organizations achieve their goals. It presents basic principles of management control and uses of management control systems to plan, control, and evaluate organizational activities. The course presents an extensive discussion of budgets and the budgeting process including program development, cost and revenue estimation, budget strategies and tactics, and budget evaluation. Prerequisite: ASB 115 or equivalent.

**PSM 455 Managerial Communication for Public Safety Organizations**

**(3 Cr.)**

This course is designed to give students the managerial communication skills necessary to promote the effectiveness of the public safety organization and to increase the quality of the work environment for employees. It covers the role of communication in contemporary organizations, the managerial communication process, managerial writing strategies, interpersonal communication strategies, and formal and organizational communication strategies.

**PSM 457 Negotiation and Conflict Resolution**

**(3 Cr.)**

This course focuses on the nature of conflict and constructive ways to manage it, including identifying conflict variables, conflict assessment tools, and strategies and techniques for managing conflict constructively.

**PSM 463 Legal and Ethical Issues for Public Safety Organizations**

**(3 Cr.)**

This course deals with the legal and ethical issues and standards which have an impact on decision making in public safety organizations and the development of policies, procedures, duties, behavior and judgment. The course looks at historical and recent legal decisions and legislation that affect public safety organizations, and the resulting legal remedies, administrative burdens, and regulations. The emphasis is on addressing and solving ethical dilemmas that face practitioners in both public and private sector organizations.

**PSM 495 Capstone: Strategic Leadership for Public Safety Organizations**

**(5 Cr.)**

In this culminating course, students will have an opportunity to incorporate concepts from the previous PSM curriculum into an overall strategy for managing a public safety organization. The course requires students to develop a framework to systematically address internal and external issues that such organizations encounter. Students will complete an integrative paper based on a particular problem/opportunity in the workplace. Prerequisite: Completion of all other PSM major course work.

### **SMS 403 Introduction to Project Management of Information Systems**

**(3 Cr.)**

This course focuses on information systems as a distinctive area of project management. The course covers project selection, planning, scheduling, and implementation, as well as the human aspects of information systems projects. Prerequisite: ASB 151 or equivalent.

### **SMS 423 Business Data Communications**

**(3 Cr.)**

This course enables students to acquire the technical vocabulary, understanding, and decision-making ability to manage an organization's or company's data communications efficiently. Students also will learn how data communications fit into the strategic and tactical processes within an organization.

### **SMS 427 Marketing for the Information Age**

**(3 Cr.)**

While providing an introduction to the four Ps of marketing (product, price, place, and promotion), this course addresses how the concepts of traditional marketing combined with techniques derived from information technology are used to add value to customers, build customer relationships, and increase profitability.

### **SMS 439 Systems Analysis and Design**

**(3 Cr.)**

In this course, students are taught to assume the role of a problem solver to recommend changes and improvements to information systems that can then be carried out by technical specialists. Students examine information systems from the perspectives of different stakeholders for the purpose of collecting, analyzing, and using the information provided.

### **SMS 441 Database Management**

**(3 Cr.)**

This course covers the fundamentals of database management, the relational data model, and query formulation. It focuses on the management of databases for organizing information and its retrieval for use in organizational decision-making.

### **SMS 449 Enterprise Resource Planning**

**(3 Cr.)**

In this course, students learn how to integrate a corporation's information systems to increase efficiency. Students examine integrating activities and best practices that lead to improved organizational planning, communication, and collaboration and how enterprise resource planning (ERP) contributes to the flow of information within a company or organization.

### **SMS 459 Legal and Ethical Issues in Management of Information Systems**

**(3 Cr.)**

In this course, students will examine basic legal principles and ethical principles and how they apply to the management of technology. It places emphasis on the legal, ethical, and social implications of the use of information in organizational and corporate settings.

### **SMS 494 Capstone: Strategic Management of Information Systems**

**(5 Cr.)**

In this culminating experience, students integrate the issues concerning effective management of information systems previously addressed in the program. They focus on the strategic role that information systems play in providing the tools and resources used in managing an organizational or business operation and how information systems allow for collaboration on business decisions to gain competitive advantage. Students complete a final integrative project in which they apply the concepts learned throughout the degree program to a real-world challenge or opportunity. Prerequisite: Completion of all other BS-SMIS course work.

## TRADITIONAL SEMESTER PROGRAMS

# ACCOUNTING (AC), BUSINESS (BU), ECONOMICS (EC) AND INTERNATIONAL BUSINESS

The Undergraduate School offers four majors leading to bachelor of arts degrees in a traditional semester format — Accounting, Business and International Business

The Accounting major is designed to prepare the student for a career in public or private accounting. The student is required to complete an accounting internship.

The Business major provides the opportunity to develop the foundation skills necessary to be competitive in many different management positions in both the private and public sectors. The students will learn to apply organizational and management theories, and quantitative techniques to interpret and analyze business situations. Problem-solving skills will allow the student to take the initiative in identifying and pursuing organizational opportunities for growth and improvement. Beyond theoretical and quantitative elements, practical leadership abilities for motivating, persuading, and enabling others to achieve individual, group, and institutional goals will be developed. The student will acquire the skills and tools necessary to manage in the 21st century. We require students to complete an internship in their area of interest. This provides the students with the opportunity to interact with professionals in the work environment. Many of our students have received offers for full-time employment in the firm in which they interned.

The International Business major is designed to prepare the student for an entry-level position in a firm engaged in international business. The student is required to intern in a domestic business. An additional year of foreign language study is required.

A student in any of the departmental majors may not minor in one of the other three, nor may a student graduate with more than one of these majors. Only minors or second majors in departments other than the Undergraduate School will be accepted.

Transfer students in all four majors must take at least 15 Stritch credits in the department including BU 401.

## MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses which do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as for general education (core) or elective requirements.

**Accounting Major:** 66 credits (63 department credits, 3 auxiliary credits)

Required courses for major: AC 201, 202, 301, 302, 310, 320, 360, 361, 366, 368; BU 228, 235, 301, 307, 311, 335, 400, 401; EC 201, 202. Required auxiliary course: MT 120

Recommended for those interested in CPA or CMA exams: MT 210; CS 306, 415.

**Accounting Minor:** 30 credits (27 department credits, 3 auxiliary credits)

Required courses for minor: AC 201, 202, 301, 302; BU 235; EC 201, 202, plus one of AC 310, 320, 360, 361, 366 or 368. Required auxiliary course: MT 120

**Business Major:** 50 credits (47 department credits, 3 auxiliary credits)

Required courses for major: AC 201, 202; BU 228, 235, 301, 307 or 365, 311, 400, 401; EC 201, 202. Required auxiliary course: MT120

A student may also choose an accounting sequence, an international business sequence, a human resource sequence, or a marketing sequence.

Accounting sequence: AC 301 plus three from the following: AC 302, 310, 320, 360, 361, 366, 368; BU 335.

International Business sequence: BU 340; EC 341 plus three from the following: BU 344, 346, 348; EC 310.

Human Resource sequence: BU 308 plus three from the following: BU 105, 280, 315, 362, 363, 364; CA 206, 340.

Marketing sequence: BU 302 plus three from the following: BU 304, 306; 331, 460; CA 252; EC 103.

Or completion of four courses (12 credits) from the following: AC 301, 302, 310, 320, 360, 361, 366, 368; BU 105, 280, 302, 304, 306, 308, 331, 335, 340, 344, 346, 348, 350, 362, 363, 364, 365, 403; EC 103, 105, 310, 341; CA 206, 252, 340

**Business Minor:** 23 credits (20 department credits, 3 auxiliary credits)

Required courses for minor: AC 201, 202; BU 235; EC 201, 202, plus one of AC 301, 302, 310, 320, 360, 361, 366, 368, BU 105, 203, 228, 280, 301, 302, 304, 306, 307, 308, 311, 331, 335, 340, 344, 346, 348, 350, 362, 363, 364, 365, 400, 401, 403, EC 103, 310, 341; CA 206, 252, 340. Required auxiliary course: MT 120

**International Business Major:** 47 credits (44 department credits, 3 auxiliary credits)

Required courses: AC 201, 202; BU 228, 235, 311, 340, 400, 401; EC 201, 202, 341 plus one of BU 105, 301, 307, 308 or 365 and two from BU 344, 346, 348, 350; EC 310. Required auxiliary course: MT 120

International study or field experience--it is required that the student participate in international study (academic at institution of higher learning) during the junior or senior year. The program will be worked out with the student's advisor.

Language--the student must demonstrate proficiency in a foreign language. This can be accomplished by taking two (or more) advanced courses in language (200 level or above) and earning a grade of "C-" or better. It can also be demonstrated through CLEP examination, transfer credits, or other approved methods of certification. (6 credits)

Social science and humanities--two appropriate internationally related courses, chosen in consultation with the advisor, are required. These courses can also meet the liberal arts core requirement.

**International Business Minor:** 29 credits (26 department credits, 3 auxiliary credits)

Required courses for minor: AC 201, 202; BU 235, 340; EC 201, 202, 341 and one of BU 344, 346, 348, 350; EC 310. Required auxiliary course: MT 120

## ACCOUNTING COURSE DESCRIPTIONS

### AC 201 Accounting I - Financial

(4 Cr.)

This is an introduction to basic accounting principles, double-entry accounting, preparation of balance sheets, income statements, statements of cash flows for effective planning, controlling, and decision making. Prerequisite: MT 107 (MT 115) or placement results; sophomore standing or department approval.

### AC 202 Accounting II - Managerial

(4 Cr.)

This course focuses on the study of accounting information provided to managers. Topics include cost behavior, job order costing, process costing, cost-volume-profit analysis, master budgets, standard costing, flexible budgets, relevant cost decisions and activity-based costing. Prerequisite: AC 201.

### AC 203 Financial and Managerial Accounting

(4 Cr.)

This course provides students with basic accounting knowledge, covering what accounting information is, what it means, and how it is used. Emphasis is on accounting as the language of business from the view of the managerial decision maker. Prerequisite: MT 115 or high school algebra II.

### AC 301 Intermediate Accounting

(4 Cr.)

This is the study of accounting theory and standards as well as the application of generally accepted accounting principles (GAAP) to current assets, plant equipment, intangibles, current and long-term liabilities, and stockholders' equity of the accounting entity. Also covered are International Financial Reporting Standards as they pertain to course material. Prerequisite: AC 201.

### **AC 302 Advanced Financial Accounting**

**(3 Cr.)**

This course is an extension of the theory and applications of generally accepted accounting principles (GAAP) to dilutive securities, earnings per share, investments, revenue recognition, the statement of cash flows, and accounting for leases, pensions and income taxes. Also covered are International Financial Reporting Standards as they pertain to course material. Prerequisite: AC 301.

### **AC 310 Accounting: Consolidations**

**(3 Cr.)**

This course covers accounting theory and practice involved in the contraction and expansion of business organizations, including parent-subsidiary relationships, business combinations, consolidated financial statements, and foreign operations. Advanced topics include partnership accounting, foreign currency transactions, and translation/remeasurement. Prerequisite: AC 301.

### **AC 320 Non-Profit and Governmental Accounting**

**(3 Cr.)**

This is a study of the accounting issues unique to federal, state and local governments; hospitals; colleges and universities; health and welfare organizations; religious organizations; and other not-for-profit entities. Topics include government-wide reporting, fund accounting, general fixed assets, general long-term liabilities, and regulatory and tax issues. Prerequisite: AC 301.

### **AC 360 Income Tax Accounting I**

**(3 Cr.)**

This course focuses on federal income tax laws as they apply to individuals. Prerequisite: AC 201.

### **AC 361 Income Tax Accounting II**

**(3 Cr.)**

The emphasis in this course is on federal taxation as it applies to regular and S corporations, partnerships, estates, and gifts. Prerequisite: AC 360.

### **AC 366 Cost Accounting**

**(3 Cr.)**

This is the study of cost accounting as a managerial tool for business strategy and implementation. Specific topics include activity-based costing and management, pricing, the balanced scorecard, profitability analysis, cost allocation, inventory management, and management control systems. Prerequisite: AC 202.

### **AC 368 Auditing**

**(3 Cr.)**

This course covers general principles of auditing including preparation of working papers and the examination, evaluation and reporting of financial data. Topics include auditing standards, evidence, ethics, internal control, audits, sampling, computerized systems, legal responsibilities, reporting responsibilities and procedures. Prerequisite: AC 301.

## **BUSINESS COURSE DESCRIPTIONS**

### **BU 101 Introduction to Business**

**(3 Cr.)**

This is an introductory course that provides an overview of business and the role that business plays in economic, social, and political environments. In addition, it will provide exposure to the 21st century knowledge and skills that students need as business leaders in the Triple Bottom Line approach to business, management/leadership concepts, operations, marketing, organization and information systems thinking, human resources, and finance. There will be opportunities throughout the course to discuss current US and international businesses, and ethical issues related to business today. Students will focus on advantages and disadvantages of business ownership. This course focuses on applying theory to real world situations and incorporates case studies, simulations, mobile technology, debate, and discussion.

### **BU 105 Entrepreneurship**

**(3 Cr.)**

This course focuses on the concepts and tools related to the development of new entrepreneurial ventures. Lessons deal with the actual process of starting and managing growth of a new business venture. Students will discover critical aspects of entrepreneurship and write a business plan to pursue entrepreneurial opportunities.

### **BU 228 Business Writing**

**(3 Cr.)**

This course offers instruction and practice in writing letters, resumes, reports, memos, summaries, and proposals, and in using oral reports and research related to the student's major field. This course is also listed under EN 228. Prerequisite: EN 101, EN 102.

**BU 235 Business Law I****(3 Cr.)**

This is a study of the nature and sources of law, and the principles of law dealing with business and everyday life. Topics include an overview of the American legal system, torts, product liability, business crimes, contract law, employment law, sales law, consumer protection, intellectual property, cyber law, business organizations, and international law. Prerequisite: Sophomore standing or department approval.

**BU 280 Sociology of Work****(3 Cr.)**

This is a review and analysis of historical and contemporary economic trends and their impact on work at the micro and macro level. The course includes an overview of theoretical and empirical research on organizations and bureaucracies. Students will analyze intersections among work, family, and leisure, and links among inequality, race, gender, and work. Students will examine unions and professional organizations, and review public policy debates and legislation regarding corporations and work-related issues. This is also listed under SC 280. Prerequisite: SC 101 or sophomore standing.

**BU 301 Principles of Marketing****(3 Cr.)**

This survey course covers marketing as an exchange process. Consideration is given to product development as well as how transactions in the marketplace are initiated, motivated, facilitated, and consummated by both business and non-business organizations. Each student will prepare an integrated marketing plan for a profit or a non-profit organization. Prerequisite: EC 201 or EC 202.

**BU 302 Marketing Strategy****(3 Cr.)**

This course covers the marketing aspects of communication between the firm and its customers. Studies include a brief survey of behavioral sciences and their application to advertising, personal selling, and sales promotion. Students also will survey the social and legal restraints of promotion. Prerequisite: BU 301.

**BU 304 Marketing Research****(3 Cr.)**

The course is concerned with research that provides information for marketing, decision making, and problem solving. The stress is on research design, sampling, measurement concepts, questionnaire design, observation and interviews, experimentation, data analysis, forecasting, and ethical issues. Prerequisite: BU 301, MT 120.

**BU 306 Sales Management****(3 Cr.)**

Students learn the functions, skills and roles played by sales managers in a variety of organizations. This course introduces the principles of professional selling and provides students with the skills to efficiently and effectively communicate value and to develop long-term relationships with prospects and customers. Prerequisite: BU 301.

**BU 307 Organization and Management****(3 Cr.)**

This course is a study of managerial challenges relating to such issues as actions and attitudes of people, quality, ethics/social responsibility, global environment, technology, ideology, and practical applications of management theory including the functions of organizing, planning, leading, and controlling. Case studies are emphasized.

**BU 308 Human Resources Management****(3 Cr.)**

This course covers the art and science of human resource management from both practical and theoretical points of view. Students will learn the art of communication, motivation, training and development. Topics for discussion include sensitive human resource management issues -- sexual harassment, drug testing, wrongful discharge, employee involvement groups and ethical training.

**BU 311 Business Finance****(3 Cr.)**

This course covers the scope and environment of financial management, the valuation of financial assets (time value of money, bonds and stocks), investment in long-term assets (capital budgeting), capital structure, dividend policy, and financial forecasting. Prerequisite: AC 202, MT 120.

**BU 331 Advertising****(3 Cr.)**

This course examines the promotional mix of the business firm. Emphasis is on the principles and practices of promotional research, media, copywriting, layout, budgeting, and the legal aspects of advertising and promotion. Students develop an advertising campaign for a single product/service. Prerequisite: BU 301.

**BU 335 Business Law II****(3 Cr.)**

This is a continuation of BU 235 and includes the study of commercial paper, bank deposits and collections, credit, secured transactions, bankruptcy, antitrust, insurance, real property, personal property, investor protection, and family law. Prerequisite: BU 235.

**BU 340 Global Business****(3 Cr.)**

This course introduces students to the concept of the multinational corporation and attempts to determine the extent to which effective business practices can be transferred across national boundaries.

**BU 344 Management Across Cultures****(3 Cr.)**

This course explores multiple facets of communication, leadership, and intercultural competencies that will prepare students to become effective local and global leaders in business, nonprofit organizations and the community at large. Prerequisite: BU 340.

**BU 346 Global Marketing****(3 Cr.)**

This course covers development and management of international marketing programs. Students will study problems involved in marketing goods and services in foreign markets given their differing political, cultural and economic conditions. Special attention is given to adaptation of the marketing mix and entry strategies. Prerequisite: BU 301.

**BU 348 Global Human Resources Management****(3 Cr.)**

This is a study of concepts, theories and empirical research on organizational behavior in the international scene. The emphasis is on the actual techniques, documents and procedures drawn from multinational corporations that have been using them successfully. The course covers analysis of basic personal features of the multinational environment, employee needs, transferring managerial expertise, the expatriate executive, compensation problems, and emerging trends. Prerequisite: BU 308.

**BU 400 Internship****(3 Cr.)**

The internship experience provides students the opportunity to apply what they have learned in the classroom to a business setting. In addition to their on-site duties, interns keep a weekly journal reflecting on their experience, participate in an online discussion with other interns, and write a paper on their internship experience. Prerequisite: Junior standing in major, department approval.

**BU 401 Senior Seminar: Organizational Leadership****(3 Cr.)**

In this culminating course, students have an opportunity to incorporate concepts from all previous business courses through the writing of an integrative paper. Students address internal and external issues that organizations encounter, with an emphasis on leadership and ethics in decision making. Prerequisite: Junior standing in major, department approval.

**BU 402 Independent Study****(3 Cr.)**

An independent study is available only to students who need a particular project/research to complete the requirements of an established program of study for which no course offerings are available. Approval by the department chair is required. Prerequisite: Department approval.

**BU 403 Practicum/Small Business Cases****(1 - 3 Cr.)**

This experience is designed to provide qualified students with practical entrepreneurial experience working with small business. The practicum involves a supervised experience with a local business or not-for-profit organization. Students participating in Students In Free Enterprise (S.I.F.E.) may register for this course to receive credit. Prerequisite: Junior standing, department approval.



**BU 410 MIS Senior Seminar I**  
**(3 Cr.)**

In this culminating course, students will have an opportunity to incorporate concepts from all previous business courses and computer science courses through the writing of an integrative paper. Students will work in project teams, evaluate a business challenge or opportunity, design the solution, and prepare a feasibility study. Prerequisite: Junior standing.

**ECONOMICS COURSE DESCRIPTIONS**

**EC 103 Consumer Economics/Personal Finance**  
**(3 Cr.)**

This course is designed to build personal financial skills that have a lifetime of usefulness. It covers the basic areas of personal financial planning; budgeting, cash and credit; housing and transportation; insurance; investments; identity theft and privacy protection; and planning for retirement.

**EC 105 Entrepreneurship**  
**(3 Cr.)**

This course focuses on the concepts and tools related to the development of new entrepreneurial ventures. It deals with the actual process of starting and managing growth of a new business venture. Students will discover critical aspects of entrepreneurship and write a business plan to pursue entrepreneurial opportunities.

**EC 201 Principles of Microeconomics**  
**(3 Cr.)**

This is an analytical review of the American economy, followed by in-depth study of supply and demand, price determination, basic market models, wages, labor, the business firm, and general equilibrium. Prerequisite: MT 115 or high school algebra II.

**EC 202 Principles of Macroeconomics**  
**(3 Cr.)**

This course covers the macroeconomy, including long-run economic growth (gross domestic product), fiscal policy, monetary policy, inflation, unemployment, the Federal Reserve System, money and banking, and globalization. Prerequisite: MT 115 or high school algebra II.

**EC 204 Micro/Macro Economics**  
**(3 Cr.)**

This course provides students with a foundation of economic thinking, specifically microeconomics as applied to individuals and individual organizations and macroeconomics in relationship to the behavior of the economy as a whole. Prerequisite: MT 115 or high school algebra II.

**EC 341 International Trade and Finance**  
**(3 Cr.)**

The course covers theories of international trade from Adam Smith to current theories. It also covers balance of payments, exchange rate determination, and foreign investment. Prerequisite: EC 201, EC 202.

**EC 400 Cooperatives**  
**(1 Cr.)**

This course covers the history of cooperatives and their role in the American economy. Prerequisite: Departmental approval.

# COLLEGE OF EDUCATION AND LEADERSHIP

## **Mission**

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 COEL is devoted to bridging knowledge, practice, and service, for the transformation of lives and communities.

# REGULAR EDUCATION

The Undergraduate Teacher Education Program (UGTE) at Cardinal Stritch University prepares teachers to impact student learning through research-based methodologies and strong, positive relationships. We approach teacher education as a reflective, rigorous process through which teacher candidates learn about themselves, their students, and educational practice so our graduates can make the decisions necessary to impact student learning positively across all contexts and with all students.

The education of teachers is a joint venture of the University and the public and private schools. The UTGE program at Stritch provides early and continuing experiences in public, private and professional development schools. The theme of “bridging knowledge, practice and service” is woven through all elements of the programs. Program outcomes are grounded in the Wisconsin content and teacher standards for licensure.

This program is accredited by the Wisconsin Department of Public Instruction and the National Council for Accreditation of Teacher Education.

## Teacher Certification

Cardinal Stritch University offers teacher certification in the following areas:

Early Childhood through Middle Childhood (Approximate ages: Birth-11 years)

Middle Childhood through Early Adolescence (Approximate ages: 6-12 years)

Early Adolescence through Adolescence (Approximate ages: 10-21 years)

Art: Early Childhood-Adolescence (Approximate ages: Birth-21 years)

Foreign Language: (Spanish) Early Childhood-Adolescence (Approximate ages: Birth-21 years)

Theater: Early Childhood-Early Adolescence (Approximate ages: Birth-21 years)

Music: Early Childhood-Adolescence (Approximate ages: Birth-21 years)

Dual Certification: Regular Education: Middle Childhood through Early Adolescence and Special Education: Middle Childhood through Early Adolescence

Dual Certification: Regular Education: Early Childhood through Middle Childhood and Special Education: Middle Childhood through Early Adolescence

Dual Certification: Regular Education: Early Adolescence through Adolescence and Special Education: Early Adolescence through Adolescence

## MAJOR AND MINOR REQUIREMENTS

**Elementary Education Major:** 79 credits (67 department credits, 12 auxiliary credits)

Required courses for major: ED 100, 205, 255, 313, 314, 315, 318, 355, 455, 490, 495, EDSSED 225, 260, 275, 317, 340, 360, 370, 395, ED 312 or RLA 316, ED 482 or ED 486 or EDSSED 488, RLA 307 or RLA 314, RLA 312

Required auxiliary courses for major: MT 102, 103, BL 103, CH 103

Credits from major courses: 54 cr.

Credits from student teaching: 10 cr.

Total credits in program: 64 cr.

Credits from minor (depending on minor): 16-22 cr.

Total credits: 80-86 cr.

**Secondary Education Major:** 52 credits (49 department credits, 3 auxiliary credits)

Required courses for major: ED 100, 205, 255, 355, 455, 480, 490, 495, EDSSED 225, 260, 317, 340, 275, 360, 370, 395, RLA 318, 345, specific content methods course (4 cr)

Required auxiliary course for major: PS 221

Credits from major courses: 40 cr.

Credits from student teaching: 10 cr.

Total credits in program: 50 cr.

Credits from content major (credit varies with major)

Total credits: 50 cr.+ content major

## **Major Content Areas**

All students seeking Early Adolescence-Adolescence certification are required to complete a major in a content area.

Content Majors available through the College of Arts and Sciences: Biology, Broad Field Social Studies, Chemistry, Computer Science, English, History, Mathematics, Political Science, and Sociology

All students seeking Early Childhood-Adolescence certification are required to complete a major in a content area.

Early Childhood-Adolescence content majors available through the College of Arts and Sciences: Art, Music, Spanish, and Theater

## **Teaching Minors:**

All students seeking Middle Childhood- Early Adolescence certification are required to complete a minor.

Minors available through the School of Education: Literacy and Special Education

Minors available through the College of Arts and Sciences: Biology, Broad Field Science, Broad Field Social Studies, Chemistry, Computer Science, English, History, Mathematics, Political Science, Speech Communication, Spanish, and Theater

## **Requirements**

Students are officially accepted into the Teacher Education Program upon enrollment in EDSED255: Portfolio I.

A minimum grade of "B-" is mandatory in Written Communication (EN 101 and 102) and Fundamentals of Oral Communication (CA 101). Students must also pass the Praxis I/PPST, and must have a 2.75 GPA overall and in Education coursework. These requirements also apply to transfer students.

The Undergraduate Teacher Education Program does not grant exceptions to the PPST requirement. Students may retake test sections as many times as necessary to achieve a passing score. If a student has sufficient reason to appeal this policy, he/she should initiate the appeal process with the Teacher Education Committee. Guidelines for this process are found in the Undergraduate Teacher Education Program Handbook.

For admission to the Education Department and the Certification program, transfer students must give evidence of a minimum of 2.5 overall GPA based on all course work transferred and accepted by Cardinal Stritch University, effective fall semester, 1988. To be officially accepted into the Teacher Education program they must successfully meet the requirements of EDSED 255.

Students must earn a 3.0 GPA overall and in Education coursework in order to register for EDSED355: Portfolio 2.

Students must pass the appropriate Praxis 2: Content Knowledge Test and earn a 3.0 GPA in Education courses and overall in order to register for Student Teaching and EDSED455: Portfolio 3.

**Beginning on January 31, 2014**, teacher candidates in Wisconsin applying for an initial teaching license in elementary regular education and special education will be required to take and pass the Foundations of Reading Test. The Foundations of Reading Test is required in order to register for Student Teaching and EDSED455: Portfolio 3.

## **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.

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.

## **COURSE DESCRIPTIONS**

### **ED 100 Introductory Education Seminar**

**(1 Cr.)**

This seminar acquaints the student with faculty and the teacher education program, and builds an awareness of the teaching profession through various K-12 school visits. In addition, it assesses speaking and writing skills.

### **ED 205 Education for Diversity: Historical Foundations**

**(3 Cr.)**

This course addresses the knowledge, skills and understandings that are required for teachers to work effectively with cultural diversity in the classroom. In addition, the philosophy and history of education is addressed. Prerequisite: ED 100.

### **ED 255 Portfolio I**

**(0 Cr.)**

The purpose of this course is to provide teacher candidates an opportunity to demonstrate their progress in acquiring foundational competencies of teaching and their readiness to proceed with advanced coursework and field experiences. Portfolio I is designed to help teach candidates prepare and present beginning competencies in the InTASC Model of Core Teaching Standards. The portfolio will address professional attitudes and dispositions, oral presentation skills and data analysis skills. Prerequisite: Passing scores on all three parts of Praxis I/PPS; 2.75 GPA in Education coursework and overall. Corequisite: ED 275.

### **ED 312 Early Childhood Curriculum and Instruction**

**(2 Cr.)**

This course is designed to explore and practice the skills necessary to develop and implement a developmentally appropriate curriculum, assess the young child, and develop a community of learners by using various management models. Prerequisite: ED 255 (or concurrent), 3.0 GPA in Education coursework and overall. Corequisite: ED 255.

### **ED 313 Elementary/Middle School Mathematics Curriculum and Methods**

**(3 Cr.)**

This course is designed to create competencies in mathematics methods for students preparing to teach in the K-8 classroom. Through reading, writing, discussion, and hands-on activities students will develop the skills to successfully create mathematics activities for various grade levels. Assessment practices as well as NCTM and State Math standards will be central to the course. Prerequisite: ED 255 (or concurrent), 3.0 GPA in Education coursework and overall. Corequisite: ED 255.

### **ED 314 Elementary/Middle School Science Curriculum and Methods**

**(4 Cr.)**

This course is designed to create competencies in the methods of teaching science for students preparing to teach in the K-8 classroom. Through a hands-on approach students will develop the skills to successfully create and implement science lessons appropriate for various grade levels based on state and national academic standards. Health methods will also be addressed. Prerequisite: ED 255 (or concurrent), 3.0 GPA in Education coursework and overall. Corequisite: ED 255.

### **ED 315 Elementary/Middle School Social Studies Curriculum and Methods**

**(3 Cr.)**

This course is designed to explore and practice the skills necessary to fulfill the role of teacher of ELMS social studies. Focus areas are curriculum development; component areas of broad field social studies; development of social studies lessons, assessments, and units; instructional methods specific to social studies; textbook evaluation; and the relationship of social studies to all other subject areas. The Wisconsin K-12 Academic Standards in Social Studies will be a focus. Prerequisite: D 255 (or concurrent), 3.0 GPA in Education coursework and overall. Corequisite: ED 255.

### **ED 318 Fine Arts Methods**

**(3 Cr.)**

This provides effective aids to creative teaching of art in elementary schools. The focus is on the study of the present-day trends in instruction and methods. Prerequisite: ED 255 (or concurrent), 3.0 GPA in Education coursework and overall. Corequisite: ED 255.

### **ED 355 Portfolio II**

**(0 Cr.)**

This course is designed to help teacher candidates prepare, reflect, and present developing competencies in being a professional educator. Portfolio II addresses collegiality strategies and issues, community support, oral communication skills and professional goal setting. Corequisite: ED 490.

**ED 455 Portfolio III  
(0 Cr.)**

The purpose of this course is to provide teacher candidates an opportunity to demonstrate their professional and personal growth during student teaching as well as demonstrate their potential for future growth as a professional educator. Corequisite: ED 495.

**ED 480 Student Teaching: Early Adolescence - Adolescence  
(10 Cr.)**

This involves teaching under supervision in the student's major and teaching minor. Student teaching seminar is incorporated into the practicum experience. 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. The candidates will focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, Completion of major/minor requirements, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed, Teacher Education Committee approval. Corequisite: ED 455, ED 495.

**ED 482 Student Teaching: Early Childhood - Middle Childhood  
(10 Cr.)**

This involves participation and practice in teaching under supervision at the elementary level. Small-group seminars will be incorporated into the practicum experience. 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. The candidates will focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, Completion of major/minor requirements, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed, Teacher Education Committee approval. Corequisite: ED 455, ED 495.

**ED 484 Student Teaching: Early Childhood-Adolescence, Special Areas  
(10 Cr.)**

This involves teaching under supervision in special areas. The levels include K-12. Student teaching seminar is to be incorporated into the practicum experience. Full days in the schools are required. 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. The candidates will focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, Completion of major/minor requirements, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed, Teacher Education Committee approval. Corequisite: ED 455, ED 495.

**ED 486 Student Teaching: Middle Childhood - Early Adolescence  
(10 Cr.)**

This includes participation and practice in teaching under supervision at the elementary/middle level. Small-group seminars will be incorporated into the practicum experience. 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. The candidates will focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, Portfolio 2, Completion of major/minor requirements, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed, Teacher Education Committee approval. Corequisite: ED 455, ED 495.

**ED 490 Teaching and Professionalism  
(2 Cr.)**

This course begins to explore employment procedures and expectations for securing a teaching job and maintaining the teaching license. This course also focuses on the culture of schools and how teachers effectively work with community, faculty, staff, and parents to meet the needs of all students. Finally, this course addresses some strategies for developing time management skills in order to meet the demands of classroom set-up, grading and teacher workloads. Prerequisite: EDS 395 (or concurrent), 3.0 GPA in Education coursework and overall. Corequisite: ED 355, EDS 395.

**ED 495 Seminar III/Portfolio III  
(2 Cr.)**

This course is designed to support the undergraduate student teacher candidates throughout their student teaching experiences. It provides students the opportunity 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 their teaching portfolio. The development of the Portfolio III focuses upon teaching and learning as well as preparation for their Professional Development Plan (PDP). Students will also reflect upon their student teaching experiences as they relate to bridging knowledge, practice and service. Prerequisite: ED 355, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed. Corequisite: ED 455, ED 495.

**EDSED225 Introduction to Inclusive Instruction and Assessment  
(4 Cr.)**

This course introduces teacher candidates to the Wisconsin state teacher standards and provides opportunities for field experiences around research-based assessment and instructional strategies. Prerequisite: ED 100.

**EDSED260 Field Experience I  
(1 Cr.)**

Field Experience I 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 ten Inter-state Teacher Assessment and Support Consortiums (InTASC) Standards in action and teach three lessons during the required 32 hours. Lessons may be delivered to whole or small groups. Prerequisite: EDSED225, passed 3 parts of Praxis I/PPST, B- or better in EN101, EN102, and CA101. Corequisite: EDSED 275 and ED 255.

**EDSED275 Fundamentals of Inclusive Instruction and Assessment  
(3 Cr.)**

This course builds on the prerequisite EDSED 225 course. It addresses the conceptual framework that guides the art and science of teaching through the introduction to current learning theory, a more detailed lesson planning format, differentiated instruction and assessment strategies that are developmentally appropriate. Portfolio I, part of the EDSED Portfolio Assessment system, is facilitated in this course as well. Prerequisite: EDSED 225, passed 3 parts of Praxis 1/ PPST, B- or better in EN101, EN102, and CA101. Corequisite: EDSED260 and ED255.

**EDSED317 Psychology of Learning  
(3 Cr.)**

This course covers the application of psychological principles of learning to the process of teaching to familiarize the student with and to broaden the areas of mutual concern between education and those findings of psychology that pertain to the process of instruction. Prerequisite: ED 100, 2 of 3 PPST tests passed.

**EDSED340 Classroom Management and Culture I  
(3 Cr.)**

This course focuses on preparing teacher candidates to build a community of learners while considering a wide range of academic, social and emotional differences among K-12 students. A secondary emphasis is on applying learning techniques and principles to assess disruptive individual student behavior. The course requires that the students conduct a classroom management plan and functional behavioral assessment. Prerequisite: 2 parts of PPST passed.

**EDSED360 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. The teacher candidate will complete 32 hours at the assigned field site and will deliver at least five instructional lessons. Prerequisite: EDSED275. Corequisite: EDSED395.

**EDSED370 Classroom Management and Culture II  
(3 Cr.)**

This course focuses on preparing teacher candidates to build a community of learners while considering a wide range of academic, social, and emotional differences among K-12 students. Additional emphasis will be on applying learning techniques and principles to assess disruptive individual student behavior. The course requires that students conduct and produce a positively-based Behavioral Intervention Plan (BIP) based on data derived from the Functional Behavioral Assessment (FBA) in consultation with their clinical classroom teacher and do an oral presentation as part of their course grade. Prerequisite: EDSED 340.

**EDSED395 Advanced Inclusive Instruction and Assessment  
(3 Cr.)**

This course will focus on backwards design, lesson-planning elements, adaptations for special needs, and assessment/grade development. This course includes some small-group field experiences in K-12 schools that will take place during the scheduled course sessions Prerequisite: EDSED 275. Corequisite: EDSED 360.

**EDSED488 Student Teaching: Dual Certification  
(10 Cr.)**

Student teaching provides full-day opportunities for student teachers in pre K-12 settings under supervision within targeted area(s) of certification. Focus is on practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, Completion of major/minor requirements, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed, Teacher Education Committee approval. Corequisite: ED 455, ED 495.

# EARLY CHILDHOOD EDUCATION BACHELOR'S COMPLETION (ECUE)

The Early Childhood Education Bachelor's Completion program is an innovative program in response to state and federal mandates to increase the professional qualifications of early childhood education teachers, particularly in urban settings. This 33-month program is designed for students who have completed an associate's degree in early childhood education and are seeking to earn a bachelor's degree in education that meets the Wisconsin Department of Instruction (DPI) standards for teacher certification in early childhood (birth-8).

The Early Childhood Bachelor Completion program strongly emphasizes language and literacy development and the use of developmentally appropriate research based practices to address the diverse cultural and linguistic needs of young children.

The program was created to support the unique needs of undergraduate students who work during the day, by offering evening courses. Students who are currently working in an education setting, such as a day care facility or school, are able to complete the program without interrupting their employment and can complete field experiences and student teaching onsite.

The program outcomes are grounded in the Wisconsin Teacher Standards and the Wisconsin Model Early Learning Standards.

## Admission Requirements

The admission policies of the Early Childhood Education Bachelor's Completion program adhere to the general admission policies and procedures of the University with the addition of the following requirements:

1. Have an associate degree in early childhood education (or the equivalent number of credits) from an accredited college or university
2. Have a cumulative grade point average (GPA) of 2.75 on a 4.0 scale from all prior college coursework (conditional/probationary admission may be granted on a case-by-case basis).
3. Submit two attitude and disposition questionnaires from references.
4. Submit proof of access to preschool children either as a classroom teacher or assistant. If not currently employed as either, the Early Childhood Placement Coordinator will arrange for an unpaid placement in an early childhood classroom with a Cardinal Stritch University partner.

## Program Format

This 33-month program is designed for students who work full-time and prefer classes to be offered in the evenings. Student cohorts (15-20 students) meet two nights a week at Stritch's City Center location in downtown Milwaukee, with one additional night once a month, September through May. During the summer months, classes will meet Monday – Thursday evenings and may also take place at Stritch's campus. Field experiences will be completed during the academic year.

## 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.

## Field Experiences and Student Teaching

Students in this program will complete five field experiences throughout the program. Each student is guided by an experienced mentor who assists in the application of newly learned content in the classroom and also provides on-going support in professional development. Mentors will work with students in early childhood classrooms (or an assigned one if not currently employed in education) on an ongoing basis. As students are exposed to new content through coursework,



expectations for classroom instruction will change, allowing students the opportunity to improve their practices over a longer period of time.

### **Graduation Requirements**

To qualify for graduation from the Early Childhood program, in addition to the criteria listed in the Graduation Requirements subsection in the Graduation and Commencement Information section, students must:

- Complete the course work with a cumulative grade point average of 2.75 on a 4.0 scale with no grade below a C-
- Complete and pass all field experience courses

### **Licensure Requirements**

To qualify for licensure from the DPI students must:

- Pass Praxis I and II  
*The Early Childhood Bachelor Completion Program does not grant exceptions to the PPST requirement. Students may retake test sections as many times as necessary to achieve a passing score. If a student has sufficient reason to appeal this policy, he/she should initiate the appeal process with the Teacher Education Committee. Guidelines for this process are found in the Early Childhood Program Handbook.*
- Complete and pass a semester of Student Teaching
- Complete and pass the requirements for a comprehensive portfolio
- Pass the Wisconsin State Reading Foundations Test (for students applying for licensure after January 2014).
- Complete the Wisconsin Licensure Teacher Performance Assessment (for students applying for licensure on or after August 2015).

### **Year I**

ECUE 200 Language, Culture and Literacy – 3 Cr.

EN 200 Autobiography and Life Stories: Reading, Responding and Writing – 3 Cr.

ECUE 201 Integrated Block: Building a Learning Community – 2 Cr.

ECUE 301 Field Experience 1: Literacy And Literature – 4 Cr.

CA 207 Interpersonal and Group Communication for Early Childhood Educators - 3 Cr.

MT 104 Math for Early Childhood Teachers I - 3 Cr.

ECUE 211 Construction of Knowledge in the Early Childhood - 2 Cr.

ECUE 310 Field Experience 2: Math and Communication - 4 Cr.

BL 101 Biological Sciences for the Early Childhood Educator - 3 Cr.

ECUE 250 Child Development in Practice - 3 Cr.

REL 250 Faith Development - 3 Cr.

### **Year II**

ECUE 280 Language, Learning and Literacy - 3 Cr.

HS 127 World Cultures and Communities - 3 Cr.

ECUE 281 Integrated Block: Concept Development - 2 Cr.

ECUE 381 Field Experience 3 in Literacy and History - 4 Cr.

EN 201 Configuration of Families - 3 Cr.

MT 105 Math For Early Childhood Teachers II - 3 Cr.

ECUE 291 Math Learning in Elementary Classroom - 2 Cr.

ECUE 398 Field Experience 4: Literature and Math - 4 Cr.

CH 102 Physical Science for Early Childhood Educators - 3 Cr.

REL 102 Religious Experience in America - 3 Cr.

### **Year III**

BL 212 Fundamentals of Environmental Science - 3 Cr.

PL204 Ethics - 3 Cr.

ECUE 350 Introduction to the Child with Disabilities - 3 Cr.

ECUE 400 Word Recognition - 3 Cr.

CA 211 Oral Communication for Early Childhood Educators - 3 Cr.

HS 126 Survey of American History - 3 Cr.

ECUE 411 Integrated Block: Storytelling as Curriculum - 2 Cr.

## **COURSE DESCRIPTIONS**

### **ECUE 200 Language, Culture and Learning**

**(3 Cr.)**

This course examines language and literacy development from an interactionist perspective with an emphasis on culture, schema, and pragmatics as the basis for the development of oral narration and print awareness. Content and pedagogy are integrated by providing participants with an opportunity to develop and use their personal narratives as a means of understanding culture and connecting to literature. This course is taken concurrently with ECUE 301, ECUE 201 and EN 200. Corequisite: ECUE 201, ECUE 301, EN 200.

### **ECUE 201 Building a Learning Community**

**(2 Cr.)**

In this course, teacher candidates examine how teachers can use language to build a learning community. To this end, they learn the benefits of using conversations to guide the instruction in their classrooms and learn how to model personal storytelling in order to initiate meaningful conversations with children. Furthermore, they explore how the use of dictated stories and interactive writing support literacy learning for young children. Corequisite: ECUE 200, ECUE 301, EN 200.

### **ECUE 211 Construction of Knowledge in the Early Childhood Classroom**

**(2 Cr.)**

Framed by the work of Lev Vygotsky, teacher candidates explore how learning can be enhanced by the creation of an environment in which students and teachers co-construct knowledge. The content of focus in this class is mathematics and communication. As part of this study, teacher candidates learn how to analyze social interactions related to problem solving. Corequisite: CA 207, MT 104, ECUE 310.

### **ECUE 250 Early Childhood Development in Practice**

**(3 Cr.)**

This course provides an overview of child development from conception through adolescence, including biological, emotional, cognitive, and sociocultural aspects of child growth. Theories of child development, current research, and the impact of diverse experiences on human growth are explored.

### **ECUE 280 Language, Culture and Literacy**

**(3 Cr.)**

This course examines language from a neurobiological perspective with an emphasis on the parameters of language (phonology, semantics, morphology, syntax, pragmatics) as an interrelated system. Participants' emerging knowledge of literacy development builds on previous study of print awareness and is extended to include phonological awareness development and understanding of the alphabetic principle. Corequisite: HS 127, ECUE 281, ECUE 381.

### **ECUE 281 Concept Development**

**(2 Cr.)**

Teacher candidates learn how to use language consciously to support young children's vocabulary and concept development through the use of text sets. The content of history and literacy is explored to study how communities develop and support the needs of their members. Corequisite: HS 127, ECUE 280, ECUE 381.

### **ECUE 291 Math Learning in the Elementary Classroom**

**(2 Cr.)**

In this integrated course, teacher candidates focus on instructional strategies to make math meaningful to young children. Teacher candidates explore various strategies, professionally present strategies to peers, and design instructional strategies for use with children in grades K-3. Corequisite: ECUE 398, EN 201, MT 105.

### **ECUE 301 Field Experience I: Literacy and Literature**

**(4 Cr.)**

Throughout this course, teacher candidates implement and demonstrate their ability to apply the practices acquired in their content courses. There are five whole group meetings for this class. In addition, university mentors work with teacher candidates individually in their early childhood classrooms at various times during the semester. Corequisite: ECUE 200, ECUE 201, EN 200.

### **ECUE 310 Field Experience 2: Math and Communication**

**(4 Cr.)**

Teacher candidates implement the practices acquired in their content courses. They will demonstrate their ability to do the following: 1) embed communication and math into daily experiences; 2) model problem solving with children on issues that are relevant to them;

3) create a learning center focused on math and incorporate communication tools that will support students' learning when at the center; and 4) facilitate interpersonal communication in the classroom. Corequisite: CA 207, ECUE 211, MT 104.

**ECUE 350 Introduction to Child with Disabilities**

**(3 Cr.)**

This course focuses on children with disabilities, including cognitive, learning, emotional, physical and sensory disabilities. Special emphasis is given to young children with developmental delays. As the characteristics of children with unique learning needs are examined, strategies to meet their needs within varied educational settings are explored. Additional topics include special education law, assessment practices, and collaborating with family and other team members.

**ECUE 381 Field Experience 3: Literacy and Community**

**(4 Cr.)**

Throughout this semester, teacher candidates implement the practices acquired in their content courses. Teacher candidates use their knowledge of how historical communities have been formed over time to consider ways to develop a positive learning community in the present. This is accomplished by implementing the following: 1) a safe and engaging classroom community, 2) an open and honest community that includes the classroom and children's parents and caregivers, and 3) a school community that is engaged in continuous and reflective practice. Corequisite: HS 127, ECUE 280, ECUE 281.

**ECUE 398 Field Experience 4: Literature and Math**

**(4 Cr.)**

Throughout this semester, teacher candidates implement the practices acquired in their content courses. Teacher candidates use their knowledge of the background, growth and needs of children to create instruction that is relevant. Corequisite: ECUE 291, EN 201, MT 105.

**ECUE 400 Word Recognition**

**(3 Cr.)**

This course is designed to expand students' existing knowledge of early language and literacy development to include an understanding of the relationship between reading and spelling. Through a stage theory lens, students are exposed to the role of explicit instruction in phoneme-grapheme mapping as they learn to design developmentally appropriate instructional strategies for learners. Students continue to develop metalinguistic awareness as they learn the predictable and complex patterns found in English orthography. Prerequisite: ECUE 200, ECUE 201, ECUE 280, ECUE 281, ECUE 301, ECUE 381. Corequisite: CH 102, REL 102.

**ECUE 411 Storytelling as Curriculum**

**(2 Cr.)**

In this integrated course, teacher candidates focus on instructional strategies to make social studies content meaningful for young children while simultaneously addressing children's social emotional needs. Corequisite: CA 211, HS 126.

**ECUE 413 Field Experience 5: History and Communication**

**(4 Cr.)**

Throughout this semester, teacher candidates implement the practices acquired in their content courses. Teacher candidates use their knowledge of children's development to create instruction that is relevant. Corequisite: CA 211, ECUE 411, HS 126.

**ECUE 421 Student Teaching in Early Childhood Settings**

**(4 Cr.)**

In this field-based course, teacher candidates demonstrate their ability to meet the needs of students in early childhood settings. Corequisite: CA 211, ECUE 411, HS 126.

# SPECIAL EDUCATION (SED)

In early 2005 DPI approved the special education proposal to grant undergraduate special education certification as part of a dual certification program. This program allows undergraduate education students the option to obtain dual certification in general and special education (ECMC 72-801 or MCEA 73-801 Special Education cross-categorical licensure) with additional course work, Praxis II test and student teaching. The philosophy of the program is that special education teachers need to know everything that general education teachers need to know about curriculum, classroom management, literacy, assessment and planning. In addition, they need specialized knowledge (i.e. issues of IEPs, definition, identification and instructional interventions for students with special needs) as well as supervised field experience. In a performance based professional education developmental sequence, benchmark key assessment will evaluate undergraduate knowledge, skills and dispositions.

The UGTE program aligns with the Cardinal Stritch University mission and vision, the College of Education and Leadership/School of Education mission, and the College of Education and Leadership/School of Education conceptual framework. The Wisconsin State Standards for Teacher Development and Licensure guide the program and CEC cross categorical/disability specific standards. The specific knowledge, dispositions, and performances are further articulated in the INTASC standards for Teacher Development and Licensure.

## **Special Education Minor and Special Education Dual Certification**

Undergraduate students are able to obtain either undergraduate dual certification in regular education and special education or undergraduate regular education certification with a minor in special education.

**Special Education Minor:** EDSED credits plus 14 additional credits

Required courses for minor: EDSED 317, 340, 370, 225, 275, and 395 SED 314, 323, 325, 363, 337, 463.

## **Special Education Dual Certification:**

For dual certification in special education and regular education, students complete the minor (courses listed above) and choose one of the following courses as an area of emphasis.

### **Cognitive Disabilities (CD)**

SED 360

### **Emotional / Behavioral Disabilities (EBD)**

SED 407

### **Learning Disabilities (LD)**

SED 478

For the dual certification in special education and general education, students must pass the Praxis 2: Middle School Content Knowledge Test in addition to the test that is required for their regular education certification. They must also complete a portion of their student teaching placement in a special education setting.

## **COURSE DESCRIPTIONS**

### **EDSED225 Introduction to Inclusive Instruction and Assessment (4 Cr.)**

This course introduces teacher candidates to the Wisconsin state teacher standards and provides opportunities for field experiences around research-based assessment and instructional strategies. Prerequisite: ED 100.

### **EDSED260 Field Experience I (1 Cr.)**

Field Experience I 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 ten Inter-state Teacher Assessment and Support Consortiums (InTASC) Standards in action and teach three lessons during the required 32 hours. Lessons may be delivered to whole or small groups. Prerequisite: EDSED225, passed 3 parts of Praxis I/PPST, B- or better in EN101, EN102, and CA101. Corequisite: EDSED 275 and ED 255.

**EDSED275 Fundamentals of Inclusive Instruction and Assessment  
(3 Cr.)**

This course builds on the prerequisite EDSED 225 course. It addresses the conceptual framework that guides the art and science of teaching through the introduction to current learning theory, a more detailed lesson planning format, differentiated instruction and assessment strategies that are developmentally appropriate. Portfolio I, part of the EDSED Portfolio Assessment system, is facilitated in this course as well. Prerequisite: EDSED 225, passed 3 parts of Praxis 1/ PPST, B- or better in EN101, EN102, and CA101. Corequisite: EDSED260 and ED255.

**EDSED310 Learner Development and Special Needs  
(3 Cr.)**

This course offers the student a survey of the nature and needs of exceptionally gifted children or children with cognitive learning and physical disabilities, speech difficulties, sensory or health impairments, and emotional disturbances. Prerequisite: ED 100, 2 out of 3 PPST tests passed.

**EDSED317 Psychology of Learning  
(3 Cr.)**

This course covers the application of psychological principles of learning to the process of teaching to familiarize the student with and to broaden the areas of mutual concern between education and those findings of psychology that pertain to the process of instruction. Prerequisite: ED 100, 2 of 3 PPST tests passed.

**EDSED340 Classroom Management and Culture I  
(3 Cr.)**

This course focuses on preparing teacher candidates to build a community of learners while considering a wide range of academic, social and emotional differences among K-12 students. A secondary emphasis is on applying learning techniques and principles to assess disruptive individual student behavior. The course requires that the students conduct a classroom management plan and functional behavioral assessment. Prerequisite: 2 parts of PPST passed.

**EDSED360 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. The teacher candidate will complete 32 hours at the assigned field site and will deliver at least five instructional lessons. Prerequisite: EDSED275. Corequisite: EDSED395.

**EDSED370 Classroom Management and Culture II  
(3 Cr.)**

This course focuses on preparing teacher candidates to build a community of learners while considering a wide range of academic, social, and emotional differences among K-12 students. Additional emphasis will be on applying learning techniques and principles to assess disruptive individual student behavior. The course requires that students conduct and produce a positively-based Behavioral Intervention Plan (BIP) based on data derived from the Functional Behavioral Assessment (FBA) in consultation with their clinical classroom teacher and do an oral presentation as part of their course grade. Prerequisite: EDSED 340.

**EDSED395 Advanced Inclusive Instruction and Assessment  
(3 Cr.)**

This course will focus on backwards design, lesson-planning elements, adaptations for special needs, and assessment/grade development. This course includes some small-group field experiences in K-12 schools that will take place during the scheduled course sessions Prerequisite: EDSED 275. Corequisite: EDSED 360.

**EDSED488 Student Teaching: Dual Certification  
(10 Cr.)**

Student teaching provides full-day opportunities for student teachers in pre K-12 settings under supervision within targeted area(s) of certification. Focus is on practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, Completion of major/minor requirements, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed, Teacher Education Committee approval. Corequisite: ED 455, ED 495.

**SED 314 Curriculum and Methods: Functional  
(3 Cr.)**

This course studies the objectives, functional curriculum content, methodologies and instructional materials appropriate for students with exceptional education needs. The course emphasizes social skills training, personal living skills, self-determination, community-based instruction and the application of universal design to technology. Prerequisite: EDSED 225, 2 parts of PPST passed.

**SED 323 Parents/Agencies and Transition  
(3 Cr.)**

This course focuses on legislation, self-determination, and community services concerning transition. The course also focuses on transition as a life-long process and how it should be incorporated into teaching (K-12). Critiquing and reflecting on a transition process assists students in determining how to design a smooth transition for students with disabilities and their families. Prerequisite: EDSED 225, 2 parts of PPST passed.

**SED 325 Field Work II  
(1 Cr.)**

This pre-student teaching field experience provides an opportunity for the teacher preparation candidates to explore the inclusion of students with special needs in general education settings. Students complete 25 hours of observing and assisting general/special educators as they support students with a variety of learning needs. Prerequisite: EDSED 225, EDSED 317, 2 parts of PPST passed.

**SED 337 Assessment and Diagnosis-Cross Categorical  
(4 Cr.)**

Students study technical concepts of measurement necessary to understand standardized assessment. In addition, the course discusses the various types of educational assessment and requires students to critically analyze standardized tests; research alternative assessment measures; practice the administration, scoring and interpretation of norm-referenced tests; and produce a written special education case study including eligibility determination. Discussion of assessment techniques, concerns regarding bias in assessment instruments and practice, and application of assessment techniques in classroom situation are included. Each student focuses on one area (specific learning disability, cognitive disability, or emotional behavioral disability) to complete an eligibility determination project. The project includes both eligibility determination and need for special education. Prerequisite: EDSED 225, 2 parts of PPST passed.

**SED 360 Teaching Persons with CD: Extensive Support  
(2 Cr.)**

This course is designed to develop assessment, instruction, and management skills necessary to teach a person with severe developmental disabilities. Areas include mobility, self-help (i.e., dressing, drinking, eating, toileting), socialization, cognition, communication, and pre-vocational. Prerequisite: SED 314.

**SED 363 Developing IEPs  
(1 Cr.)**

This course focuses on Individualized Education Plan legislation and processes. It focuses on developing legal and useful Individualized Education Plans, as well as methods for implementing, monitoring, and analyzing their effectiveness for individuals with disabilities. Prerequisite: EDSED 225, EDSED 317, 2 parts of PPST passed..

**SED 407 Positive Behavior Supporting Students with Emotional and Behavioral Disabilities  
(2 Cr.)**

This course provides students with an understanding of common developmental and behavioral problems of children and adolescents identified as "at risk" and emotionally and behaviorally disabled (EBD). The focus of the course is on the development of positive behavior support strategies useful for preventing and reducing disciplinary problems and inappropriate and aggressive violent behaviors with students who demonstrate challenging behaviors. Strategies such as aggression replacement training, conflict resolution, cognitive behavior modification, bully proofing, peer helping approaches and life space crisis intervention are addressed. Prerequisite: EDSED 225, 2 parts of PPST passed.

**SED 461 Including Students with Autism in Regular Education  
(1 Cr.)**

This course provides an understanding of individuals with Autism Spectrum Disorders (ASD), including Aspergers Syndrome. Class content includes a historical overview including general etiology and prevalence, early indicators, and an overview of the primary characteristics with an emphasis on understanding how this style affects learning and thinking. A distinction is made between the medical and educational diagnostic models. Discussions continue with key components of successful inclusion, including what the law asks of educators and how they might define their individual and collective roles. Students become acquainted with beginning ways to design and implement respectful and positive support strategies based upon evidence-based practices. Prerequisite: EDSED 225, 2 parts of PPST passed.

**SED 462 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

is on designing practical strategies for learning and behavioral/sensory regulation for use in school and community sites, particularly in inclusive settings. Prerequisite: SED 461.

**SED 463 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 478 Teaching Students with Learning Disabilities**

**(2 Cr.)**

This course includes a study of the objectives, curriculum content, instructional methodologies and instructional material appropriate to students with learning disabilities. The course emphasizes learning and study strategies in the areas of reading and mathematics, communication strategies and social skills development for students with specific learning disabilities. This course is offered for students pursuing an LD area of emphasis. Prerequisite: EDSED 310

# LANGUAGE AND LITERACY DEVELOPMENT (RLA)

The undergraduate courses in Language and Literacy Development support the following teacher education programs:

Early Childhood through Middle Childhood (grades Pre-K-6)

Middle Childhood through Early Adolescence (grades 1-8)

Early Adolescence through Adolescence (grades 6-12)

The Language and Literacy Development Department prepares education majors to create classroom environments in which students build and refine their abilities to read, write, listen and speak effectively. In addition to studying factors that affect language development, students experiment with various assessment and instructional strategies for language and literacy development. Students complete observation and practicum experiences in area schools. All courses meet the accreditation standards of the Wisconsin Department of Public Instruction and the International Reading Association.

## Literacy Minor

The Language and Literacy Development Department offers an undergraduate 23 credit Literacy minor for Elementary Education majors. With the addition of just five graduate credits and two years of regular classroom teaching experience, Literacy minors may apply for the #316 K-12 Reading Teacher Certification.

The following courses make up the 23 credit Literacy minor sequence:

RLA 307 Emergent Literacy (5 Cr.)

RLA 314 Developmental Literacy Upper Elementary-Middle School (5 Cr.)

RLA 318 Content Area Reading in the Middle/Secondary School (4 Cr.)

RLA 340 Children and Adolescent Literature Across the Curriculum (3 Cr.)

RLA 350 Literacy and the Exceptional Child (3 Cr.)

RLA 352 Literacy Intervention Programs (3 Cr.)

## COURSE DESCRIPTIONS

### RLA 307 Emergent Reading and Writing Instruction

(5 Cr.)

This course is designed to help students understand the relationship between language and literacy development and acquire and apply the skills necessary to support the developmental process in children from birth through age 6. Students are required to participate in a clinical practicum through Cardinal Stritch University's partnership with an external agency where students serve those who may otherwise not be served.

### RLA 312 Developmental Literacy Pre-K - Primary

(5 Cr.)

This course focuses on the language and literacy development of pre-kindergarten through primary grade-level students while taking into account the diversity among learners. Students will learn how to assess, plan, and instruct students in the areas of reading, writing, listening, and speaking. The use of children's literature and technology is explored for appropriate incorporation into instruction. Field teaching one class session each week is a course requirement. Prerequisite: Admission to the Advanced sequence, ED 304 or concurrent, RLA 307.

### RLA 314 Developmental Literacy Upper Elementary - Middle School

(5 Cr.)

This is an introduction to teacher and student strategies for promotion of word identification, fluency, comprehension, study skills, and written expression; selection of appropriate literature, practice materials, and technology; exploring formats for organizing classroom instruction; and procedures for assessing and monitoring learner progress. Prerequisite: RLA 312.

### RLA 316 Meeting Literacy Needs Middle School Students

(2 Cr.)

This course focuses on the literacy needs of middle school students as they deal with increasingly sophisticated materials. Particular areas of focus are motivation, comprehension, narrative and expository text, content-area reading, and writing.

### RLA 318 Reading/Language Arts in Middle-Secondary School

(4 Cr.)

This course aims to enable prospective middle/secondary school teachers to help students read and study the expository materials used in content areas. Students learn how to: 1. describe learner, text and context variables when making assignments; 2. assess learner behaviors with a variety of tasks involving the reading/language arts; 3. utilize various teacher and learner-directed strategies for



developing mature reading/language arts abilities. Students also participate in practicum experiences. Prerequisite: RLA 312, RLA 314 or concurrent.

### **RLA 340 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 345 Literature for Middle-Secondary School Students**

**(3 Cr.)**

This course explores literature that appeals to the special needs and expectations of middle/secondary school learners, ages 10-18, from various socio-cultural groups. Students discuss young adult books, censorship and various uses of the reading/language arts for developing literary appreciation and critical thinking in content areas. Students also learn how to create an open, trusting atmosphere for classroom discussions about contemporary life and insights into human feelings.

### **RLA 350 Literacy and the Exceptional Child**

**(3 Cr.)**

This course focuses on the factors that contribute to learning difficulties as related to literacy development. This knowledge can be applied to plan appropriate instruction for children experiencing literacy difficulties. Content includes legal issues, definitional issues, historical foundations, neurological processes, interventions, and curricular modifications.

### **RLA 352 Literacy Intervention Programs**

**(3 Cr.)**

This course is designed to provide pre-service teachers with the opportunity to apply the knowledge base acquired in previous coursework to the teaching of reading to elementary, middle/junior high, and senior high students. A second, but equally important, requirement of the course is to identify reading problems, develop appropriate instruction, and write a progress report for each student. Collegial sharing and discussion of instructional issues takes place during seminars. This is the final course in the prescribed sequence of the literacy minor. Prerequisite: RLA 307, RLA 312, RLA 314, RLA 318, RLA 340, RLA 350.

# INTEGRATED LEADERSHIP PROGRAM (INLS)

The Integrated Leadership Program is specifically designed for undergraduate students who want to understand the nature of leadership and desire to be influential on campus, in the community, and as professionals in their major field of study. Through coursework, reflection, and action, you will experience the challenge of leading yourself and others to effect positive change.

For more information, contact Preston Cosgrove at (414) 410-4366 or [pbcosgrove@stritch.edu](mailto:pbcosgrove@stritch.edu).

## Certificate in Integrated Leadership

### Working Track: 12 Credits

Designed for all students in the College of Business & Management and College of Nursing, and students who work a minimum of 20 hours/week and study in the College of Arts & Sciences and College of Education & Leadership

- INLS 101 Introduction To Leadership or FYE: Fundamentals of Leadership
- INLS 301 Organizational Leadership
- INLS 311 Moral Leadership
- INLS 391 Leadership Practicum

### Emerging Track: 10 Credits

Designed for students in the College of Arts & Sciences and College of Education & Leadership who do not work a minimum of 20 hours/week and are involved in campus organizations/clubs

- INLS 101 Introduction To Leadership or FYE: Fundamentals of Leadership
- INLS 301 Organizational Leadership
- INLS 311 Moral Leadership
- INLS 381 Leadership Capstone (1 credit)

## COURSE DESCRIPTIONS

### INLS 100 Civic Leadership Practicum

(1 - 2 Cr.)

This course develops leadership capabilities and social justice awareness in emerging young leaders of varied backgrounds through service-learning experience and classroom instruction. This course is designed to give students practical application of theory, typically in a workplace setting or the community. Prerequisite: One semester of college experience.

### INLS 101 Introduction to Leadership

(3 Cr.)

This course provides an introduction to leadership study and involvement. Students examine the concept, historical background, and theoretical perspectives of leadership through readings, conversations with current leaders, class discussions, and activities.

### INLS 190 Campus Leadership Practicum

(2 Cr.)

The campus leadership practicum provides students with hands-on leadership experience through a project that benefits the campus community. Students engage with appropriate campus organizations -- student clubs, academic departments, centers, etc. -- to apply and develop their leadership abilities to meet needs and opportunities that exist on the Stritch campus.

### INLS 301 Organizational Leadership

(3 Cr.)

This course focuses on the knowledge, attitude, and skills required to lead an organization or group, with a special emphasis on individual intelligence, innovation, systems thinking, strategic planning, conflict, and effective change. These topics are reinforced with real-world experience as students establish a relationship with a leader in their major field of study.

### INLS 311 Moral Leadership

(3 Cr.)

This course explores the moral and ethical responsibilities of leadership, allowing students to focus on understanding and developing competencies to become value-centered, service-oriented leaders. Rooted in Catholic social teaching and a Franciscan perspective, students also will develop a personal philosophy of service and leadership guided by a sound moral and ethical framework.

### INLS 321 Franciscan Leadership

(3 Cr.)

The course explores the core values of St. Francis of Assisi in relationship to his leadership influence and the implications on contemporary leadership. Students focus on understanding and developing competencies to become a value-centered, service-oriented agent for change by examining the nature of coherent Franciscan leadership.

**INLS 381 Leadership Capstone**

**(1 Cr.)**

This course provides an opportunity for students to finish their leadership certificate coursework through an analysis and synthesis of their previous courses and experiences, culminating in the creation of a transformational leadership model. Prerequisite: INLS 101, INLS 301, and INLS 311.

**INLS 391 Leadership Practicum**

**(3 Cr.)**

This course provides an opportunity for students to finish their leadership certificate coursework by using their leadership philosophy as a lens to analyze the alignment with their current workplace. The experience culminates in the creation and application of a transformational leadership model for their future. Prerequisite: INLS 101, INLS 301, and INLS 311.

# **RUTH S. COLEMAN COLLEGE OF NURSING**

## **Mission**

The mission of the Ruth S. Coleman College of Nursing is to educate students in the Franciscan values to become nurses who meet society's health needs.

# NURSING (NRS, NUR)

The Ruth S. Coleman College of Nursing offers two undergraduate programs. The Associate of Science degree in Nursing (ADN) prepares the nurse for entry into nursing practice. On completion of the program, the graduate is eligible to take the National Council Licensure Examination - Registered Nurse (NCLEX-RN) licensing exam to become a registered nurse.

The Bachelor of Science in Nursing Completion Program (BSN) prepares ADN or diploma graduates to practice professional nursing with a broad knowledge base. The ADN program is accredited by the National League for Nursing Accrediting Commission and approved by the Wisconsin State Board of Nursing. The BSN completion program is accredited by the Commission on Collegiate Nursing Education and is approved by the Wisconsin State Board of Nursing.

National League for Nursing Accrediting Commission  
3343 Peachtree Road NE, Suite 500  
Atlanta, Georgia 30326  
Phone: (404) 975-5000  
[www.nlnac.org](http://www.nlnac.org)

Commission on Collegiate Nursing Education  
One Dupont Circle, NW Suite 530  
Washington, DC 20036-1120  
Phone: (202) 887-6791  
[www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)

## ASSOCIATE OF SCIENCE IN NURSING (ADN)

### ADMISSION TO ADN PROGRAM

The admission policies of the Ruth S. Coleman College of Nursing adhere to the general admission policies and procedures of the University with the addition of the following requirements:

1. Students applying for admission to the ADN program must have been admitted to the University.
2. Demonstrated proficiency in verbal skills, mathematics, and science. Students must be tested in these areas prior to admission to the ADN program. Applicants to the ADN program are required to take the National League for Nursing Pre-Admission Examination for Registered Nurses (NLN PAX-RN). On the PAX, a student must achieve a minimum composite percentile score of 110. A student that needs to take designated developmental courses designed to enhance these skills will need to be taken and completed with at least a C grade prior to application to the ADN Program.
3. A student entering the ADN program within one year of high school graduation must have a minimum ACT score of 20 or SAT score of 940 and a minimum high school GPA of 2.5.
4. A transfer student (a student who has taken 12 credits of previous college work) must have a cumulative GPA of 2.5 in all previous college course work.
5. Students transferring into the ADN program from another major within Stritch must meet the same criteria for entry courses and for admission to the major as do students new to Stritch, either freshman or transfer students.
6. A student transferring into a nursing course higher than NRS 101, Introduction to Associate's Degree Nursing, from another nursing program must meet all the admission requirements for admission into the ADN program.
7. Students that are admitted to the ADN program will be notified in writing by the Dean of the College of Nursing.

Prior to enrollment in the ADN program, admitted applicants must have:

1. A basic chemistry course completed within five years or taken at Cardinal Stritch University prior to BL 202 Microbiology.
2. Health forms documenting health status which is safe to clients and other students. A completed current health history and examination by a physician, advanced nurse practitioner, or physician assistant will be required as documented evidence of satisfactory health for admission into the nursing program. The Ruth S. Coleman College of Nursing reserves the right to require the candidate to seek further medical advice when it is believed that the health status may impede the student's progress or jeopardize the health of others. The health requirements must be completed and submitted by July 31 for admission for fall semester and January 2 for admission for spring semester.
3. Proof of completion of Certified Nursing Assistant (CNA).
4. Successful completion of any designated developmental courses as a result of placement test results.

## PROGRESSION IN THE ADN PROGRAM

1. Students may withdraw from or repeat any non-clinical nursing course one time. Students may repeat or withdraw from only one clinical nursing course.
2. All incompletes must be removed before progressing in the nursing major.
3. The attainment of a minimum grade of 2.0 (C) is required in designated support courses. These courses are:
  - BL 111 Anatomy And Physiology I
  - BL 112 Anatomy And Physiology II
  - BL 202 Microbiology
  - EN 101 Written Communication I
  - EN 102 Written Communication II
  - CA 108 Interpersonal Communication
  - PS 202 Life-Span Human Development

These courses and their prerequisites may be repeated only one time. Students may repeat only two designated support courses.

4. Enrollment in each nursing course is based on available clinical space. Therefore, there is a process for determining who will progress in nursing courses. Priority is listed from highest to lowest:
  - A. Students who enroll and progress in nursing courses in sequence.
  - B. Students who by plan are taking one nursing course at a time.
  - C. Students who are out of the nursing sequence for a semester due to personal reasons (illness, pregnancy, family, etc.).
  - D. Transfer students who are currently enrolled for this semester and who plan to enroll in a nursing course during the next semester.
  - E. Students who are repeating a course for the following reasons:
    - 1) withdrew, satisfactory
    - 2) withdrew, unsatisfactory
    - 3) failure in course
  - F. Students who are out of the nursing sequence for a semester to repeat a support course or raise GPA.

Every effort is made to accommodate all students enrolled in nursing courses, but this may not always be possible.

5. Students must show evidence of current healthcare provider Cardiopulmonary Resuscitation (CPR) recognition by the American Heart Association or the American Red Cross prior to the first nursing class with a clinical component at Cardinal Stritch University. CPR recognition must be maintained while in the nursing program.
6. Students must show evidence of a tuberculin (TB) skin test done annually. If the student has a known positive skin test, yearly evaluation assessing for symptoms is required. The TB skin test must be current at the beginning of the semester for the entire semester. This means the TB skin test cannot expire in the middle of the semester.
7. For a course with a clinical component, CPR certification and TB tests must be current at the beginning of and for the duration of the semester.
8. The clinical requirements, CPR certification and completion of health forms must be submitted by July 31 for fall semester and January 2 for spring semester. If the date falls on a Saturday or Sunday, the following Monday will be the deadline.
9. A student who repeats NRS 321 must also repeat the NCLEX-RN preparation components of NRS 223. The students do not have to register for NRS 223 if they have previously completed the course successfully.

Failure to meet these progression criteria may result in non-progression in the nursing program.

## GRADE POINT REQUIREMENTS

1. A cumulative grade point average (GPA) of at least 2.33 or better on a 4.0 scale in courses taken at Stritch is required for progression in the nursing program.
2. The attainment of a minimum grade of 85% (B-) is required for each nursing course. For nursing courses with clinical, the student must average at least an 85% on examinations and achieve a "satisfactory" in clinical in order to successfully

complete any clinical nursing course. Written work will be included in the grade only if an 85% average has been achieved on examinations. This percentage grade for written work may change the overall percentage grade achieved. The overall grade will determine the final grade for the course. A clinical unsatisfactory will be reported to the registrar as a "D" for the entire course.

## **RE-ADMISSION TO THE RUTH S. COLEMAN COLLEGE OF NURSING**

A student who has been enrolled in the ADN program and withdraws from the program or is unable to progress may seek re-admission to the nursing program by applying to the Admissions and Progression Committee of the Ruth S. Coleman College of Nursing. A student may re-enter the ADN program one time only. A student who has been out of the ADN program for more than two semesters and re-enters the ADN program must take all nursing courses. A student may challenge NRS 101 Introduction to Associate Degree Nursing by taking a challenge exam and passing the exam with a minimum score of 85%. The challenge exam will be developed by the College of Nursing. A student that re-enters the major and has been out of the major for two semesters or less will need to take all the nursing courses except NRS 101. A student who is re-admitted to the ADN program will not be allowed to repeat any nursing courses taken after re-admission. Procedures for re-admission are described in the Cardinal Stritch University student handbook.

To be re-admitted to the ADN program, students must meet admission requirements for the ADN program in place at the time of re-admission. Students will not have to retake the designated admission test demonstrating proficiency in basic skills, mathematics and reading if they have taken and successfully completed them in the past. A student must be a CNA for re-admission to the ADN program.

## **POLICY FOR TRANSFER OF CREDIT FOLLOWING MATRICULATION**

The expectation is that nursing students will take all courses at Cardinal Stritch University. Once the student has matriculated, credit cannot be transferred to Cardinal Stritch University without prior permission obtained from the registrar. In the event that a conflict in scheduling of a required course occurs, the student may take a specific course at another institution after being granted permission by the Registrar.

## **TUITION AND FEES**

Tuition and fee information can be obtained on the Stritch website at <http://www.stritch.edu/tuition>.

## **CAREGIVER BACKGROUND CHECKS**

Effective October, 1, 1998, the Caregiver Background Check and Investigation Legislation (1997 Wisconsin Act 27) requires all persons who provide care for others or who have access to people who receive care to have a criminal background check. The goal of the law is to protect children and adults who are being cared for by others.

To be compliant with this law and in cooperation with the clinical agencies Cardinal Stritch University utilizes, the Ruth S. Coleman College of Nursing requires nursing students in clinical courses to undergo a background check. The criminal background check needs to be completed prior to the start of NRS 109 or the first clinical course and will be done at the time of registration.

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;
- an electronic review of records kept by Health and Human Services Office of Inspector General for any substantiated findings of abuse or neglect and license restrictions or denials, and;
- an electronic review of records of the Excluded Parties List System (EPLS).

Based on the information obtained, additional research may include an out-of-state criminal history search, a tribal courts criminal history search, a check of relevant military records, and a check of county or other local records. If the criminal background check should show a criminal background, this may prevent a student from completing clinical course requirements and eligibility to take the NCLEX-RN exam for licensure.

## RUTH S. COLEMAN COLLEGE OF NURSING HONORS LIST

The Ruth S. Coleman College of Nursing honors list is made up of those nursing students who have attained a GPA of 3.5 or higher in any semester. To be eligible, a student must have carried at least 12 credit hours taken for letter grades, with no "D"s, "I"s or "F"s.

## WITHDRAWALS FROM OR FAILURE IN NURSING COURSES

The last date a student may withdraw from or change to audit status in a nursing course is consistent with the policy described in the General Academic Policy section of this catalog. This date is published in the syllabus for each nursing course. Drop forms are available from the One Stop counselor or the Chair of the ADN program. If a student withdraws from a course that is a prerequisite or corequisite for another course they are taking in the same semester, the student must withdraw from both courses.

## LICENSURE

Wisconsin state law mandates that an applicant to the Department of Regulation and Licensing Board of Nursing who has a pending criminal charge or has been convicted of any crime or ordinance violation shall provide the Board of Nursing with all related information necessary for determining whether the circumstances of the arrest or conviction or other offense substantially relate to the circumstances of the licensed activity. Wisconsin Administrative Code: Rules of the Board of Nursing N2.04.{7}.

In order to practice as a Registered Nurse in the state of Wisconsin, a person needs to take the NCLEX-RN examination. The NCLEX-RN examination is administered year-round via Computerized Adaptive Testing (CAT). Eligibility for examination is determined by the Wisconsin Board of Nursing.

A statement of graduation or completion of program is signed by the Dean of the Ruth S. Coleman College of Nursing and filed with the Wisconsin State Board of Nursing only upon completion of all requirements for ADN graduation. Temporary permits are not issued until the letter of program completion and signature of supervisor at the place of employment of a graduate nurse are on file in the Department of Regulation and Licensing, Board of Nursing. This procedure follows that stated in the Wisconsin Administrative Code Statutes and Rules of the Board of Nursing. Upon successfully passing the examination, a license will be issued to practice as a Registered Nurse in Wisconsin. Students applying for licensure in another state are responsible for obtaining the application from the state where licensure is desired and following the procedure for licensure as regulated by that state.

## MAJOR REQUIREMENTS

### **Number of Credits for Associate of Science: 70**

Class periods are arranged by the Registrar and may vary in length and frequency to the extent that the total schedule allows. Ordinarily, classes meet for fifteen 50-minute periods per credit hour. Laboratory sessions usually receive one credit for two contact hours or 100 minutes. One credit of clinical is equal to three clock hours or 180 minutes.

### ADN Curriculum Design

#### Semester I

- NRS 101 Introduction to ADN - 2 Cr.
- EN 101 Written Communication I - 3 Cr.
- BL 111 Anatomy and Physiology I - 4 Cr.
- CA 108 Interpersonal Comm. - 3 Cr.
- PS 201 General Psychology - 3 Cr.

#### Semester II

- NRS 109 Health Promotion And Maintenance I - 4 Cr.
- NRS 105 Physical Assessment - 2 Cr.
- PS 202 Life-Span Human Development - 3 Cr.
- BL 112 Anatomy and Physiology II - 4 Cr.

#### Semester III

- NRS 111 Health Promotion and Maintenance II - 7 Cr.
- NRS 215 Pathophysiology - 3 Cr.
- BL 202 Microbiology - 3 Cr.
- EN 102 Written Comm. II - 3 Cr.



#### Semester IV

NRS 211 Health Restoration I - 7 Cr.

NRS213 Pharmacology - 3 Cr.

Elective - 3 Cr.

#### Semester V

NRS 321 Health Restoration II - 8 Cr.

NRS 223 ADN Seminar - 2 Cr.

REL 235 Religious/Ethical Principles for Health Sciences - 3 Cr.

## **COURSE DESCRIPTIONS**

### **NRS 101 Introduction to Associate Nursing**

**(2 Cr.)**

This is an introduction to the nursing program at Cardinal Stritch University. The course is designed to provide nursing students with skills to complete the nursing program successfully. Students are introduced to the nursing process, contemporary nursing practice, and health care. Nursing as a profession and the ethical/legal implications are discussed.

### **NRS 105 Physical Assessment**

**(2 Cr.)**

Using a systems approach and focusing on expected findings, the instructor presents didactic instruction and provides a demonstration of appropriate techniques in conducting a physical assessment. Students will practice in small dyads with instructor guidance and assistance. Health assessment of the whole person, in light of his/her developmental stage, is emphasized. Media experiences provide students with additional opportunities to enhance their knowledge base and refine examination skills. Health history taking and the documentation of examination findings aid in the individual development of verbal and written communication skills. Professional approach to and conduct during a physical assessment is presented. Students who register for this course must also register for lab NRS 105L for the same term. Prerequisite: NRS 101, BL 111. Corequisite: BL 112.

### **NRS 109 Health Promotion and Maintenance I**

**(4 Cr.)**

Students are acquainted with contemporary nursing and health care. The nursing process serves as the basis for providing nursing care. Strategies for health promotion and maintenance across the life span are discussed. Critical thinking and its application to the nursing process are examined. Basic concepts of teaching-learning are utilized when providing care for well clients. Students who register for this course must also register for clinical NRS 109L for the same term. Prerequisite: NRS 101, BL 111. Corequisite: NRS 105, PS 202.

### **NRS 113 Health Promotion and Maintenance II**

**(4 Cr.)**

This course focuses on promoting and maintaining health with clients with psychiatric or psychosocial problems. Critical thinking skills will be used to analyze therapeutic nursing interactions; group process; family process; and personal beliefs, values and attitudes. Emphasis will be placed on communication and the therapeutic use of self in the provision of care. The student also will be introduced to contemporary issues in mental health nursing. Students who register for this course must also register for clinical NRS 113L for the same term. Prerequisite: CA 108, NRS 105, NRS 109, PS 202.

### **NRS 114 Health Promotion and Maintenance III**

**(3 Cr.)**

This course focuses on promoting and maintaining health with childbearing families. Critical-thinking skills will be used to analyze therapeutic nursing interactions; professional communications; family process; and personal beliefs, values and attitudes. The student will be introduced to contemporary issues in maternal-child nursing. Students who register for this course must also register for clinical NRS 114L for the same term. Prerequisite: CA 108, NRS 105, NRS 109, PS 202. Corequisite: NRS 113.

### **NRS 211 Health Restoration I**

**(7 Cr.)**

This course focuses on common, well-defined health problems of clients across the life span. Emphasis is placed on the application of the nursing process to restore the health of clients in structured health care settings. Students who register for this course must also register for clinical NRS 211L in the same term. Prerequisite: NRS 111, NRS 215, BL 202. Corequisite: NRS 213.

### **NRS 213 Pharmacology**

**(3 Cr.)**

This course addresses concepts of pharmacology as a modality for meeting the health needs of clients across the life span. Prerequisite: NRS 215, BL 202.

**NRS 215 Pathophysiology****(3 Cr.)**

This course examines the physiology of altered health states and the adaptations that occur as a response to these changes across the life span. It provides a framework for understanding the clinical symptoms of disease and illness. Prerequisite: NRS 105, BL 112. Corequisite: BL 202.

**NRS 223 Associate's Degree Nursing Seminar****(2 Cr.)**

This course explores principles of leadership, management, trends, and issues as they relate to the practice of associate's degree nursing. Corequisite: NRS 321.

**NRS 321 Health Restoration II****(8 Cr.)**

This course builds on content in Health Restoration I. It continues to explore the nursing role in meeting health restoration needs of clients across the life span. Students who register for this course must also register for clinical NRS 321L for the same term. Prerequisite: NRS 211, NRS 213.

# BACHELOR OF SCIENCE IN NURSING COMPLETION PROGRAM

The Ruth S. Coleman College of Nursing offers a Bachelor of Science in Nursing (BSN) Completion program for registered nurses in a one-day-per-week format. The courses are from 5:00-9:00 p.m. except for the two clinical courses. The two clinical courses are NUR 420, which takes place from approximately 8:00 a.m.-6:30 p.m.; and NUR 430, when clinical hours are arranged by the student, preceptor and the faculty.

The courses are taught over six-, eight-, ten- or twelve- week time periods, depending on the number of credits. Each course has 3.5 hours of mandatory study team meetings outside of class time, each week. The study teams decide the times and dates of the meetings and are monitored by faculty.

The program uses adult learning theory as the basis for course development so projects are designed for working registered nurses with direct application in their work setting.

## ADMISSION TO THE BSN COMPLETION PROGRAM

The admission policies of the Ruth S. Coleman College of Nursing adhere to the general admission policies and procedures of the University with the addition of the following requirement:

### Grade Point Requirements

Students must attain and maintain a cumulative grade point average (GPA) of at least 2.33 on a 4.0 scale. The cumulative GPA is computed on all University level course work completed at Cardinal Stritch University.

### Transfer

Students transferring into the College of Nursing from another institution must meet the same criteria for entry courses and admission to the major as do those students continuing after completion of the University Associate Degree in Nursing Program.

Transfer students will be given credit for prior learning on an individual basis. A minimum of 15 credit hours in nursing must be taken at Cardinal Stritch University.

### Admission

All applicants who enter the BSN Completion program must:

1. Possess an associate of science in nursing degree or a diploma in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
2. Have an overall 2.33 GPA on a scale of 4.0, which includes all nursing and non-nursing course work.

## PROGRESSION IN THE BSN PROGRAM

1. A cumulative GPA of 2.33 or greater on a scale of 4.0 in courses taken at Cardinal Stritch University is required for progression in the BSN completion program.
2. The attainment of a minimum grade of 83% (C+) is required in each nursing course.
3. To be successful in any nursing course in the BSN completion program, students must average at least 83% on individual course work as a minimum passing criteria. If a student does not achieve a minimum average of 83% on his/her individual work, then the average which was individually achieved will be the final grade for the course. If a student has achieved an average score of 83% or greater for his/her individual work, then study team work scores will be averaged with the individual score to determine the final grade. For students who have met the minimum individual passing score requirement (of 83%), the final course grade may be increased or decreased by the study team scores.
4. Prior to participating in either clinical course (NUR 420 and NUR 430), the following requirements must be completed:
  - a. Present evidence of RN licensure in Wisconsin prior to the first clinical in NUR 420.
  - b. Submit health forms documenting health status that is safe to clients and other students. A completed current health history and examination by a physician, advanced nurse practitioner or physician assistant will be required as documented evidence of satisfactory health for participation in clinical courses. The Ruth S. Coleman College of Nursing reserves the right to require the candidate to seek further medical advice when it is believed that the health status may impede the student's progress or jeopardize the health of others.
  - c. Submit evidence of CPR certification.

5. Failure to meet these progression criteria will result in dismissal from the BSN completion program

## **MAJOR REQUIREMENTS**

Number of credits for Bachelor of Science in Nursing: 128

A credit hour is generally equivalent to a minimum of 50 minutes of classroom study, 100 minutes of laboratory experience, or 150 minutes of internship/clinical experience; or a combination of the foregoing, multiplied by the number of weeks in the term.

A semester credit hour is equivalent to a minimum of 750 minutes of classroom contact plus appropriate outside preparation, 1,500 minutes of supervised laboratory plus appropriate outside preparation, 2,250 minutes of internship/clinical experience; or a combination of the foregoing.

## **CAREGIVER BACKGROUND CHECKS**

Effective October 1, 1998, the Caregiver Background Check and Investigation Legislation (1997 Wisconsin Act 27) requires all persons who provide care for others or who have access to people who receive care to have a criminal background check. The goal of the law is to protect children and adults who are being cared for by others.

To be compliant with this law and in cooperation with the clinical agencies Cardinal Stritch University utilizes, the Ruth S. Coleman College of Nursing is requiring nursing students in clinical courses to undergo a background check. The criminal background check needs to be completed prior to admission to the program and will be done at the time of registration. Background checks are considered valid for a 3 year period. After that time, a new background check is required.

A complete background check, as prescribed under Wisconsin law, includes:

- A completed self-disclosure Background Information Disclosure Form;
- An electronic status check of professional licenses and credentials through the Department of Regulation and Licensing.
- An electronic criminal history search from the Department of Justice; and
- An electronic review of records kept by the Department of Health and Family Services for any substantiated findings of abuse or neglect and license restrictions or denials.

Based on the information obtained, additional research may include an out-of-state criminal history search, a tribal courts criminal history search, a check of relevant military records, and a check of county or other local records. Students may be required to meet with the College of Nursing Dean with subsequent reporting to the clinical agency as necessary.

## **RE-ADMISSION TO THE RUTH S. COLEMAN COLLEGE OF NURSING**

Students who withdraw from the BSN Completion program or are unable to progress may seek re-admission by applying to the admissions, progression and retention committee of the Ruth S. Coleman College of Nursing. The procedure for readmission to the University follows that described in the Stritch student handbook.

## **POLICY FOR TRANSFER OF CREDIT FOLLOWING ENROLLMENT**

The expectation is that the nursing student will take all courses at Cardinal Stritch University. Once the student has enrolled, credit cannot be transferred to Stritch without prior permission obtained from the Registrar and the Ruth S. Coleman College of Nursing Dean or Program Chair. In the event that a conflict in scheduling of required courses occurs, the student may seek granting permission.

## **BSN COMPLETION CURRICULUM DESIGN**

Courses in the BSN Completion program are taught in an accelerated format. Courses are taught one at a time throughout the year with short breaks. The length of the program is dependent on the number of credits (nursing and non-nursing) that the student transfers in. The general length to program completion is 2½ years.

Three credit hour courses meet for 3½ hours one evening per week for six weeks, plus 3½ hours of structured study team time per week. Each 3-5 person team arranges its own study team time. Four credit hour courses meet for 3½ hours per week,

plus 3½ hours of study team per week for eight weeks. The clinical courses (NUR 420 and 430) have extended hours, NUR 420 is 12 weeks, and NUR 430 is 10 weeks in length.

## **BSN Completion Curriculum**

### **I. College Core Required Support Courses**

- A. History, Religious, Philosophical Foundations  
REL 235 Religious/Ethical Principles for Health Sciences - 3 Cr.  
Philosophy Elective (PL 203 Recommended) - 3 Cr.
- B. Foundations of Human Society  
PS 201 General Psychology - 3 Cr.  
PS 202 Life-Span Human Development - 3 Cr.  
Social Science/History Elective (HS 202 Recommended) - 3 Cr.
- C. Natural Science and Mathematics  
BL 111, 112 Anatomy And Physiology I, II - 8 Cr.  
BL 202 Microbiology - 3 Cr.  
MT 120 Applied Statistics - 3 Cr.
- D. Literature and Fine Arts  
Literature Elective (EN 150 Recommended) - 3 Cr.  
Art/Music/Fine Arts Elective (Mu 107 Recommended) - 3 Cr.
- E. Communication  
EN 101 Written Comm. I - 3 Cr.  
EN 102 Written Comm. II - 3 Cr.  
CA 108 Interpersonal Comm. - 3 Cr.  
CA 210 Group Comm. - 3 Cr.
- F. Arts and Sciences Free Electives - 16 Cr.

### **II. Transfers**

Students transferring into the College of Nursing from another institution must meet the same criteria for entry courses and admission to the major as do those students continuing after completion of the University Associate of Science in Nursing degree program.

Transfer students will be given credit for prior learning on an individual basis. A minimum of 15 credit hours in nursing must be taken at Cardinal Stritch University.

Transfer of nursing credits require evaluation by the Registrar and Chair of the BSN Completion program to determine the applicability of upper-level nursing courses in the BSN completion program.

### **III. Upper Level Nursing Courses Required:**

- NUR 312 Nurse in Today's Society - 4 Cr.
- NUR 316 Theories and Concepts in Nursing - 3 Cr.
- NUR 326 Nursing Research - 3 Cr.
- NUR 418 Introduction to Educational Resources in Nursing - 3 Cr.
- NUR 420 Population – Focused Care - 6 Cr.
- NUR 422 Trends and Issues in Contemporary Nursing - 4 Cr.
- NUR 424 Leadership and Management in Professional Nursing - 3 Cr.
- NUR 430 Professional Nursing Practicum - 5 Cr.

## **BSN COURSE DESCRIPTIONS**

### **NUR 312 The Nurse in Today's Society (4 Cr.)**

This course examines cultural variables and complementary/alternative health care. Students will begin to develop cultural competence and an understanding of trends in alternative/complementary health care.

### **NUR 316 Theories and Concepts in Nursing (3 Cr.)**

This course explores the historical, philosophical, theoretical and conceptual constructs of nursing. It utilizes an interactive approach in comparing, contrasting and analyzing selected theories and concepts.

### **NUR 326 Nursing Research**

**(3 Cr.)**

The focus of this course is on the research process within the context of nursing. Nursing research is analyzed and critiqued to determine clinical applicability of research findings. Prerequisite: MT 120.

**NUR 418 Introduction to Educational Resources in Nursing**

**(3 Cr.)**

This course examines selected teaching/learning theories. Introductory knowledge related to the use of educational resources and technology in professional nursing practice is provided. Informatics as an expanded practice domain in nursing is explored.

**NUR 420 Population - Focused Care**

**(6 Cr.)**

This course emphasizes health promotion, maintenance and restoration for families, groups and communities. Aging and community theory provides a basis for the application of the nursing process with diverse client groups in the community. Prerequisite: RN in Wisconsin.

**NUR 422 Trends and Issues in Nursing**

**(4 Cr.)**

This course explores current trends and issues that affect the practice of the professional nurse. Challenges in health care delivery, nursing practice, and the necessity of actively participating in the nursing profession are the major themes. Prerequisite: NUR 420.

**NUR 424 Leadership and Management in Professional Nursing**

**(3 Cr.)**

This course focuses on the roles of the nurse as a leader and manager within a health-care organization and as a member of the discipline. Leadership and management theory are analyzed with respect to the professional nursing role in contemporary society.

**NUR 430 Professional Nursing Practicum**

**(5 Cr.)**

This experience focuses on the client, health-care organization, and dimensions of the professional nursing role. The clinical practicum is a synthesis of previous learning and application of nursing knowledge. Prerequisite: NUR 420, last course in program.

# ONLINE CONSORTIUM OF INDEPENDENT COLLEGES AND UNIVERSITIES (OCICU)

Stritch is a member of OCICU, which gives students the opportunity to take classes online if certain conditions are met. Students must receive departmental approval before they can enroll in any OCICU courses. All other prerequisites included in the course descriptions must also be met. Students are eligible to take a course through OCICU only if the online course dates fall within the Stritch semester dates. Below is the list of current OCICU course options available to Stritch students. This list is subject to change depending on course availability and department approval. Students should speak with their academic advisor for further information.

## OCICU COURSE DESCRIPTIONS

### **ART 151 Art Appreciation**

**(3 Cr.)**

**OCICU course (St Leo University, ART 123)** This course will cover basic terms, theories, and techniques of the artist; major art movements; media in the visual arts. As a General Education course, Art Appreciation promotes a respect for the contribution of artists over the ages and a deepened understanding of how art is important to the individual and society as a whole. This course is writing intensive and reflects the University's Benedictine values of excellence, community, and personal growth.

### **BL 215 Environmental Issues**

**(3 Cr.)**

OCICU course (Southern New Hampshire, SCI 219). This course provides a fundamental understanding of the various processes necessary to support life on Earth. It examines how human activities and philosophies (individual, business, cultural, and others) generate environmental issues and threaten these processes, and offers sustainable alternatives to these activities. Topics include ecology, populations, agriculture, desertification and deforestation, water and ocean pollution, air pollution including ozone depletion and acid rain, global warming, natural resource depletion, solid and hazardous wastes, energy including fossil fuels and nuclear power, economies, and sustainability.

### **BU 315 Management Theory and Practice**

**(3 Cr.)**

OCICU course (University of the Incarnate Word, BMGT 3340). Course focuses on the theories, concepts, and functions of management with emphasis on both the context and content of management practices. The contextual component focuses on managerial skills, the evolution of management thought, organizational culture and environment, international management, social responsibility and managerial ethics. The content component focuses on the functions of management, to include decision-making, planning, organizing, leading and controlling.

### **BU 362 Conflict Management**

**(3 Cr.)**

OCICU course (Regis University, COM 408BA411). This course prepares students to identify, avoid, and manage common types of conflict within organizations. Presents communication styles and strategies for working through conflict.

### **BU 363 Ethical Decision Making in Business**

**(3 Cr.)**

OCICU course (Regis University, BA 495). This course focuses on ethical problems, which arise in the business setting. This course emphasizes the individual decision maker in the entry-level position, as opposed to the managerial level. We will study the various philosophical and social/psychological decision systems that can be used to resolve ethical problems.

### **BU 364 Project Management**

**(3 Cr.)**

OCICU course (Regis University, BA 458). Identifies tools and processes of project management with emphasis on organizational structures and resources for successful management. Includes tools and techniques for project planning, staffing and budgeting.

### **BU 365 Organizational Behavior**

**(3 Cr.)**

OCICU course (Regis University, BA 454). Emphasizes organizational environment and behavior concepts. Focuses on human resources and system ideas, motivating employees, job satisfaction, leadership, managing change, communication and group processes, employee counseling, interpersonal and group dynamics.

**BU 460 Strategic Management****(3 Cr.)**

OCICU course (Regis University, BA 465). This course is designed for adult learners to become familiar with the key business elements associated with Strategic Management. It will allow the student to gain an understanding of strategy formulation and implementation within the competitive environment. Emphasis is on the integration of knowledge acquired in this course by way of assessment (audit) of a current given business situation. Prerequisite: BU 301, BU 307, BU 311.

**EC 102 Personal Financial Planning****(3 Cr.)**

OCICU (Southern New Hampshire, FIN 250). This course provides an overview of personal financial decision-making. The course uses the life cycle approach and emphasizes financial planning for each phase of life. Topics covered include career planning, budgeting, use of credit, insurance, investments, retirement planning and income tax planning. Prerequisite: Sophomore standing

**EC 350 Money and Banking****(3 Cr.)**

OCICU course (Regis University, BA 433). Studies the nature and functions of money and credit including the variety and growth of banking functions and the influence on banks of the Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing, and the gross national product. Prerequisite: EC 201, EC 202.

**EN 210 Survey of Major Writers of the 20th Century****(3 Cr.)**

OCICU course (Saint Leo University, ENG 311). A study for non-English majors of the most significant and influential movements of the 20th century as those movements have shaped the course of human experience. Provides an opportunity for students to discuss and analyze a broad range of writers from several countries, drawing on cultural and ethnic issues particularly relevant to those writers. Prerequisite: EN 150

**EN 234 The English Language****(3 Cr.)**

OCICU course (Southern New Hampshire University, ENG 350). An introduction to selected topics in English linguistics, including dialects, usage, history, semantics and phonology. The languages of racism, sexism, advertising and propaganda also are considered.

**MT 108 Contemporary Mathematics****(3 Cr.)**

OCICU course (Regis University, MT 204). This course presents topics in contemporary mathematics of interest to the liberal arts student. Contemporary Mathematics emphasizes the use of mathematics in everyday life with a variety of real world applications for mathematical concepts such as set relationships, percentages, statistics, probability, and the management of finances. Other topics deal with the natural world and how we calculate natural growth, represent geometric shapes, create pictures, and analyze sounds. Prerequisite: High school algebra I or MT 095

**MT 116 College Algebra****(3 Cr.)**

OCICU course (Regis University, MT 201). Includes algebraic operations, equations and inequalities, functions and their graphs, solution of polynomial, exponential and logarithmic functions, and linear systems of equations. Prerequisite: MT 115 or ASSET

**MT 121 Introduction to Statistics****(3 Cr.)**

OCICU course (Saint Leo University, MAT 201). Development of the fundamental statistical methods, including graphs, measures of central tendency and variation. Inferential statistics includes a basic review of the concepts of probability, binomial probability, normal distribution, CLT, confidence intervals, hypothesis testing, regression analysis, and correlation. Use of statistical software packages. Applications to business, social science, education, and environmental science. Prerequisite: MT 115.

**MU 128 Introduction to Music****(3 Cr.)**

OCICU course (Saint Leo University, MUS 123). Develops an understanding of, and appreciation for, the most important composers and styles from music history and develops critical and intelligent listening skills.

**MU 129 American Popular Music****(3 Cr.)**

OCICU course (University of the Incarnate Word, MUS 13350). This is an introductory course in ethnomusicology. It presents cultural, cross-cultural, anthropological, and musical integration of unfamiliar cultures of the world. There is an emphasis on field study and research.



**PL 202 Introduction to Philosophy****(3 Cr.)**

OCICU course (Regis University, PL 250). Conveys a sense of what philosophy has been and engages students in a philosophical reflection on perennial and contemporary issues. Emphasizes knowledge, freedom, value and society.

**PL 205 Ethics****(3 Cr.)**

OCICU course (Regis University, PL 360). This course examines and assesses philosophical justifications for morality. It investigates ethical theories and their application to contemporary moral problems.

**PS 203 Introduction to Psychology****(3 Cr.)**

OCICU course (Saint Leo University, PSY 121). A survey of the major areas in psychology. Principal topics covered are physiological bases of behavior, personality, mental disorders and treatment, social influences, and other basic issues. The course students to the broad spectrum of theories used in understanding human behavior. Prerequisite: MAT students only

(Regis University, PY 250) Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology.

**PS 204 Introduction to Psychology****(3 Cr.)**

OCICU course (Southern New Hampshire University, PSY 108). This course is an introduction to various areas of psychology, including scientific investigation, motivation, personality, intelligence, behavioral deviation, perception, learning and human development. It provides a basis for further study in related areas.

**PS 222 Child and Adolescent Development****(3 Cr.)**

OCICU course (Southern New Hampshire University, PSY 311). This course is an in-depth study of childhood and adolescent developmental issues. Field research, case studies and observations will be required. Prerequisite: PS 201

**PS 313 Psychology of Motivation and Emotion****(3 Cr.)**

OCICU course (Saint Leo University, PSY 432). This course is designed to broadly survey psychological theory and research on motivation. We will review a number of major theories that explain what factors initiate, energize, direct, and sustain behavior from a biological, behavioral-learning, and cognitive perspective. The role of emotions in motivation will also be considered. In reviewing these topics we will also discuss the strengths and limitations of each theoretical perspective. Prerequisite: PS 201

**REL 211 Religions of the World I: Western Religions****(3 Cr.)**

OCICU course (Saint Leo University, REL 223). A study of Western religions, including religions of non-literate societies and ancient religions, Judaism, Christianity, and Islam.

**REL 213 World Religious Traditions I****(3 Cr.)**

OCICU course (Regis University, RC 220A). Introduces the basic concepts of Hinduism, Buddhism, Confucianism and Taoism, and their values and practices. Emphasizes enriching the Western mind and facilitating inter-cultural understanding.

**REL 214 World Religious Traditions II****(3 Cr.)**

OCICU course (Regis University, RC 220B). Surveys the basic concepts, values and practices of Judaism, Christianity and Islam. Compares religions, their beliefs, behaviors, and affect on individual outlooks and cultural interaction.

**REL 236 Bio Ethics****(3 Cr.)**

OCICU course (Saint Leo University, PHI 324). Examines moral problems that arise in the practice of medicine. Various theories about what is good and what is right are considered and related to bio-ethical and socio-ethical issues.

**SC 213 Sociology of Social Problems****(3 Cr.)**

OCICU course (Southern New Hampshire University, SOC 213). Students in this course analyze contemporary social problems in America and other societies. Issues include economic limitations, class and poverty, race and ethnic relations, sexism, ageism, and environmental and population concerns.

**SC 303 Sociological Theory****(3 Cr.)**

OCICU course (Saint Leo University, SOC 323). This course is designed to provide an analysis of the fundamental principles and concepts underlying social theory. Attention will be given to an evaluation of major sociological theories, both classical and contemporary. It is also designed to provide students an arena in which to learn and practice the skills of theoretical critique, construction, and how the theory can be useful in application and intervention.

## **ADMINISTRATION AND FACULTY INFORMATION**

[Leadership and Governance](#)

[Faculty/Staff Directory](#)

[Offices and Services](#)