



CARDINAL  
STRITCH  
UNIVERSITY

# *Graduate Catalog*

**2015-2016**



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# PREFACE

As the official academic catalog of Cardinal Stritch University, this publication lists all courses and programs in the graduate curriculum, graduation requirements, and academic and financial policies in effect as of the beginning of the fall term, 2015.–The information in this catalog is based on the most current information available at the time of publication (June 2015).

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/schedules/>.

# 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 Wisconsin State Department of Public Instruction; the Accreditation Council for Business Schools and Programs; the Accreditation Commission for Education in Nursing and the Commission on Collegiate Nursing Education. The College of Nursing and Health Sciences 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  
Association of Graduate Programs in Ministry  
Council for Accreditation of Educator Preparation  
Educause  
Council of Independent Colleges  
Franciscan Federation  
National Association of Intercollegiate Athletics  
National Catholic Educational Association  
National League for Nursing  
National Research Center for College and University Admissions  
Online Consortium of Independent Colleges and Universities  
Wisconsin Association of Independent Colleges and Universities  
Wisconsin Institute for Peace and Conflict Studies

# GENERAL UNIVERSITY INFORMATION

## THE MISSION OF CARDINAL STRITCH UNIVERSITY

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

The official University mission statement approved September 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, laywomen 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 at various locations in the state of Wisconsin. 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.

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 and Health Sciences. 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 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.

In 2014, Stritch renamed its Ruth S. Coleman College of Nursing to recognize the launch of academic degree programs in health sciences, beginning with the first post-licensure Bachelor of Science in Respiratory Therapy Completion program in the state of Wisconsin. The college is now known as the Ruth S. Coleman College of Nursing and Health Sciences.

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 4,400 students includes about 300 students living on campus, as well as those who commute and those who take courses off-campus at convenient locations throughout Wisconsin, Minnesota, and Illinois.

## **FACULTY AND STAFF**

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

## **LOCATION OF THE CAMPUS**

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

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

# ADMISSION TO GRADUATE PROGRAMS

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

## ADMISSION PROCEDURE AND REQUIREMENTS

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

- Graduate application forms are available online at [www.stritch.edu](http://www.stritch.edu).
- Official transcripts of all previous undergraduate and graduate work must be sent directly from the institutions attended. If work is transferred from one institution to another, copies of all transcripts will ~~still~~ be required. Transcripts submitted for admission purposes become the property of Cardinal Stritch University and cannot be returned or copied. The admissions staff has access to the academic records of all current and former Cardinal Stritch University students; therefore, students do not need to request a transcript of Stritch coursework.
- The print date of official transcripts must not exceed one year from the date of application.
- A new application must be submitted when changing programs
- Additional information may be requested to assist with the graduate application review on a case-by-case basis.
- Individual departments or degree programs have specific minimum cumulative grade point average requirements for admission. In addition, individual departments or degree programs may have additional admission requirements. Please refer to the appropriate section for the specific requirements of the programs of interest.

## EVALUATING STUDENTS WHO DELAY STARTING THEIR PROGRAM

Once students have been admitted to the University, permission to enroll in their program of interest will be in effect for the academic year for which they have applied. During that time, students may enroll in the program to which they have been admitted without submitting new transcripts or admission materials to the University, unless they have attempted additional coursework for credit at another institution since they were admitted to the program. At the beginning of a new academic year (on or after August 1), students may be asked to reapply for admission due to changes in academic requirements for the program. Their transcripts will be reevaluated by the University, and a new advising worksheet will be completed if necessary. Students are responsible for notifying the University regarding any additional college coursework attempted since the original application. If additional coursework has been attempted, the transcripts will be reevaluated.

## RE-ENTRY STUDENTS

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

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

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

A student wishing to appeal the re-entry policy must appeal in writing. The student should submit an appeal letter to the academic advisor who will forward the student's written request to the appropriate program chair and College Dean. The College Dean, in consultation with the program chair and/or Associate Dean, shall write a recommendation to the Vice President for Academic Affairs. The Dean's recommendation shall include the rationale for the recommendation and the impact on the student. The Vice President for Academic Affairs shall make the final decision and respond to the student's request.



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

### **Re-entry to the College of Business and Management**

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

### **Re-entry into the College of Education and Leadership Doctorate in Leadership programs**

Students who have been out of courses for less than six months may be readmitted upon receipt of a written request. The student and Chair of the Doctoral Leadership Department will jointly determine the appropriate timeframe for joining a new cohort group.

Students who have been out of courses for more than six months and who have courses other than the dissertation to complete are required to resubmit an application must submit transcripts for courses taken since leaving the University. All re-entry students will be required to meet the University degree requirements and doctoral program requirements in effect at the time of re-entry and pay current tuition rates, as well as be accepted by the Admissions Committee of the Doctoral Leadership Department. This policy includes students who have not completed the requirements of ED 761.

## **INTERNATIONAL STUDENTS**

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

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

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

## **SPECIAL STUDENTS**

Stritch welcomes those students who wish to take graduate courses, whether or not they have elected to enroll in a master's program. A Special Student application form is required from these individuals. Special Students are not assigned advisors. When a Special Student seeks admission to a degree program, the University may accept up to 12 graduate credit hours taken as a Special Student at Stritch (this may vary by program). However, a seven-year time limit will apply retroactively from the date of graduation from the selected program.

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

## **TYPES OF ADMISSION**

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

- **Full admission** is granted to applicants who submit official documentation of all required admission criteria as well as any criteria required for admission to specific programs/majors, and meet minimum standards for admission.
- **Conditional/probationary admission** is granted to applicants who submit official documentation of all required admission criteria, as well as any criteria required for admission to specific programs/majors, but do not meet all minimum standards for full admission to the University. Conditional/probationary admission will be granted on a

case-by-case basis and may include a period of academic probation. Failure to meet academic probation criteria associated with a conditional/probationary admission could result in dismissal from the University.

- **Provisional admission** is reserved for students who are currently enrolled in classes at another college or university. Students in this situation may submit unofficial transcripts obtained from the Registrar at the institution in which they are currently enrolled. 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. If students are not currently enrolled in classes at another institution, they must submit final/official transcripts from all previous institutions before an admission decision can be made.

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

## **UNDISCLOSED TRANSCRIPT POLICY**

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

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

- **Applied Not Yet Admitted**
  - For applicants who have applied but not yet been admitted, their status of pending will be upheld until all transcripts are received by the University. The applicant will be notified that an admission decision will not be made until all transcripts, including the previously undisclosed transcript(s), have been received and the application file is complete.
- **Admitted Not Yet Enrolled**
  - For applicants who have been admitted but are not yet enrolled in courses, their admission decision will be rescinded and their admission status will be revised to pending/held. The applicant will be notified of this action and that a final admission decision will not be made until all transcripts, including the previously undisclosed transcript(s), have been received and the application file is complete.
- **Re-Entry Not Yet Enrolled**
  - 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 readmission 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.

# 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.

## FINANCIAL AID

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

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

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

## GENERAL APPLICATION PROCEDURE

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

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

FAFSAs are usually available in November or December for the upcoming academic year but are not to 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 eligible for all forms of financial assistance.

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

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

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

## FINANCIAL AID ATTENDANCE POLICIES

## **College of Business and Management**

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

Holidays and designated breaks are listed in each cohort's calendar. See the CBM Student Handbook for details about attendance.

### **Leave of Absence**

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

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

### **Request for Multiple Leaves of Absence**

Stritch may grant multiple leaves of absence as long as all of the leaves added together do not exceed 175 days in a 12-month period.

## **College of Arts and Sciences and College of Education and Leadership (Term-Based programs)**

### **Scheduled Breaks**

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

## **College of Education and Leadership and College of Nursing and Health Sciences (Non-Term-Based Programs)**

### **Leave of Absence**

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

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

## **PROGRAMS**

### **College of Arts and Sciences**

- Clinical Psychology
- Religious Studies
- Sport Management

### **College of Business and Management**

- All Master's programs\*

### **College of Education and Leadership**

- Special Education
- Teaching
- Urban Education
- Educational Leadership
- Language and Literacy
- Urban Special Education
- Doctoral Studies

### **College of Nursing and Health Sciences**

- Nursing

\*Students who began their programs in the College of Business and Management prior to August 2015 will continue to be awarded according to the non-term calendar.

## **SATISFACTORY ACADEMIC PROGRESS (SAP)**

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

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

## Quantitative Standards

### Maximum Accumulation of Credits/150% Rule

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

Examples:

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

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

Students in the standard term programs should complete at least 67% of the credits they attempt in a semester in order to stay on track to complete their program within the maximum timeframe.

### 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 (including the Summer term for those enrolled in it) 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. A student can repeat a course that they receive an “F” grade (fail) in, and receive aid, as many times as it takes to pass the course. A student can repeat a course that they received a “passing” grade in, and receive aid, only once. 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 graduate students, the minimum cumulative GPA shall be 3.0. A student's GPA is officially checked at the end of every payment period for non-term programs, and at the end of every semester for standard term programs.

A student's cumulative 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), "I" (Incomplete), and "AU" (Audit) are received. Please note, while a grade of "W" or "WU" are not included in the GPA computation, a grade of "WF" (Failing Unofficial Withdrawal) is.

A grade change will cause a student's GPA to be recalculated. A student should notify the Financial Aid office to have their SAP reevaluated in the case of a grade change.

Students in the Doctoral program – since no GPA is calculated – will be considered in good SAP standing if they receive a grade of a "LP" (Low Pass) or higher for the courses they complete.

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

## **Students who are changing Majors or Degrees/Students Pursuing a Second Degree**

When a student changes his/her major, any courses taken under the old major will be included in the SAP calculations for the new major.

When a student changes his program or degree track any coursework from the old program/degree track that applies to the new program/degree track will be included in the SAP calculations.

When a student is pursuing a second degree, any courses that were taken during the first degree that are transferred in to apply to the student's second degree will be included in the SAP calculations.

## **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. It is the student's responsibility to meet these conditions. Conditions may include (but are not limited to) weekly meetings with Academic Support, check-ins with a student's advisor, etc.

### **Financial Aid Suspension Status**

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



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

## **Appeals and Reinstatements**

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

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

A student who is failing SAP would address this appeal to the Financial Aid Office. Appeals will be reviewed by a SAP committee on the second and fourth Thursday of every month. The SAP committee will be comprised of two members of the Financial Aid Office, with one member representing either the Director or Associate Director level, a member of the One-Stop services 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.

## **FEDERAL LOAN PROGRAMS**

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

### **William D. Ford Federal Direct Unsubsidized Loan Program**

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

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

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

### **PLUS Loans for Graduate Students (Grad PLUS)**

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

### **Scholarships, Internships and Graduate Assistantships**

Graduate students should check with their individual graduate department regarding opportunities for these forms of assistance.

## **VETERAN BENEFITS**

The Financial Aid office at Cardinal Stritch University works with the VA and students to certify enrollment, so that veteran students can obtain their education benefits. For more information, please contact the Financial Aid office at 414-410-4048.

## **STUDENT EMPLOYMENT**

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

## **WITHDRAWALS, REFUNDS AND RETURN OF FUNDS**

Students receiving financial aid who withdraw entirely from the term/payment period in which they have received aid are subject to federal refund regulations.

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

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



# GRADUATE STUDIES AT STRITCH

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

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

## COLLEGE OF ARTS AND SCIENCES

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

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

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

## COLLEGE OF BUSINESS AND MANAGEMENT

***The Master of Business Administration*** (MBA) breaks down traditional academic silos to help students better understand the interconnectedness and complexity of business. MBA students will study business through an integrated approach focused on application of business knowledge, systems and processes, leadership, and strategic human resource and stakeholder relationship management.

Several themes are embedded throughout the Stritch MBA:

- *The global, cross-cultural, and ethical context of business*
- *Making the business case for leading organizations that value people, planet and profit*
- *Seeing and responding to the “big picture” in new, innovative, and adaptive ways*

***The Master of Science in Management*** (MSM) is for students interested in the internal management of businesses and private and non-profit organizations. The MSM offers an emphasis on ethical leadership, management of teams, and creation of a nimble and entrepreneurial culture in an organization. Through advanced courses in human resources, organizational behavior, and change management, students learn to create a workforce, organizational structure, and organizational culture that respond to 21<sup>st</sup> century challenges.

## COLLEGE OF EDUCATION AND LEADERSHIP

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

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

- Teachers know the subjects they are teaching.
- Teachers know how children grow and can provide appropriate instruction.
- Teachers understand that children learn differently and can meet their diverse needs.

- Teachers know how to teach and use a variety of strategies including technology.
- Teachers know how to communicate well.
- Teachers plan different kinds of lessons.
- Teachers know how to assess student progress.
- Teachers evaluate their effectiveness and seek opportunities to grow professionally.
- Teachers are connected with other teachers and the community and behave in a professional manner.

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

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

***The Master of Arts in Inclusive Education*** leads to dual teacher certification in both regular and special education. This program is designed for post-baccalaureate individuals who frequently bring previous experience from another career field. Students complete an additional 8 credits after certification to earn their master's degree.

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

***The Master of Arts in Special Education*** offers extended certification in cross-categorical special education at the elementary, middle and high school levels through an online format. Students complete certification requirements in 18 months then complete additional 7-8 credits to earn the master's degree.

***The Master of Arts in Teaching*** leads to regular education certification at the elementary, middle and high school levels. This cohort model allows full-time students to complete certification in 18 months. Students complete an additional 8 credits after certification to earn their master's degree.

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

***The Master of Arts in Urban Special Education*** is a post-baccalaureate program for individuals who desire to work with learners in special education programs in high-need schools.

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

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

***The Doctorate in Leadership for the Advancement of Learning and Service*** degree emphasizes a balance of theory, research, reflection and practice. The doctorate prepares students to make significant contributions to their organization and community and will help them become transformational leaders in higher education. The format consists of monthly weekend seminars, intermittent learning team meetings, summer institutes and community mentor interactions within the cohort model. Students may select between the Ed.D. which is more practitioner-oriented or the Ph.D. which is more research-based.

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

***The Doctorate in Special Education*** is designed for leaders within the broad field of special education. It targets educational leadership practitioners, professional educators and researchers with a background and/or interest in Special Education Leadership. With a focus on curriculum and instruction, educational leadership, speech and language, and literacy, faculty members across the College of Education and Leadership integrate their collective expertise in Literacy, Curriculum and

Instruction, Educational Leadership, Writing, Inclusive Special Education, Evidence Based Specialized Education Design and Interventions and Speech and Language Pathology in the design and delivery of this innovative program.

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

## **RUTH S. COLEMAN COLLEGE OF NURSING AND HEALTH SCIENCES**

*The Master of Science in Nursing* prepares nurses for roles in education and leadership in academic, community and service settings. After completion of the foundational coursework, students move into courses designed for their selected concentration in education or leadership. Graduates will be able to practice and make contributions in a variety of educational and leadership roles based on theoretical, empirical and practical knowledge gained through this program.

# ACADEMIC REGULATIONS

## CATALOG YEAR

Catalog year determines the set of academic program/curriculum requirements (Core, major, concentration, etc.) that must be fulfilled for graduation. In general, students must meet the degree requirements of the catalog in effect at the time of matriculation. However, if the degree requirements for graduation change, a student may petition to change to a more recent catalog year. A student must meet all the degree requirements for graduation set forth in the newer catalog. A student cannot qualify for graduation by meeting degree or program requirements from two different catalogs.

To change catalog years, a student should first meet with an advisor to determine whether such a change is in the best interest of the student's degree plan. The student will be required to submit a catalog year change request form, signed by advisor and program/department chair, to the Office of the Registrar. This form is available to students via an advisor or the Registrar's Office.

Students who leave the university and apply for re-entry will fall under the catalog policies as outlined under admissions requirements for re-entry students. These students must submit an appeal letter to the program chair, college dean, and Vice President of Academic Affairs if they wish to request a different catalog year.

Students are held to all other University policies (academic or otherwise) in the **current** catalog regardless of their catalog year as related to degree requirements.

## REGISTRATION

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

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

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

### **Please Note:**

For any changes in course selection which occur after initial registration, students should consult with their program/academic advisor.

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

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

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

## **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.

In most cases, an audited course costs 50% of the regular tuition price per course. If students wish to take advantage of this discount, they must indicate their intent to audit at the time of registration before the course starts. (The only exception is for

students taking traditional calendar courses, who have until the add/drop deadline to change a course status to audit and still receive the discount.)

Students taking traditional calendar courses may change their registration from credit to audit up until the last day to withdrawal from a course for the semester. However, any changes made after the add/drop period will not result in any tuition discounts. Once students have chosen to audit a course, they may not change to credit status after the add/drop deadline has passed.

## **CLASSIFICATION**

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

## **COHORT DEGREE PROGRAMS**

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

## **TIME LIMIT**

Students must complete all requirements for the master's or doctoral degree within seven consecutive academic years. Credits on a student's record for more than seven years will not be accepted toward the degree without permission of the Graduate Standards Committee. Permission is granted only under extraordinary circumstances. Students who have not been enrolled at the University for two consecutive academic semesters (not including summer) must reapply to the University and to the program. See re-entry requirements, page 9. A second application fee is not required.

## **COURSE LOAD**

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

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

## **CONCENTRATIONS**

A concentration is a subset 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.

The College of Education and Leadership is approved by the Wisconsin Department of Public Instruction (DPI) to offer coursework that leads to licensable concentrations through the DPI. These DPI-approved concentrations are different from the concentrations described above. Refer to the Broad Field Social Studies and Special Education pages in the current Undergraduate Catalog for specific information.

## **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 University 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, 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 and Health Sciences

#### 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

#### RN to BSN (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-credit courses and 24.5 (3.5 hours per week for 7 weeks) for 4 credits.

Each study team must accurately document the time and involvement of the team on the study team log. These logs will be kept with the course evaluation material to verify that the required clock hour time was achieved for the course. Each study team member will complete an evaluation of the study team's efforts using the study team evaluation form. (These forms will be kept with the course material).

Clinical and theory combines one day per week for 12 consecutive weeks. The clinical day replaces the standard 5-9 pm class time.

#### MSN (Accelerated Format)

Theory 2 credits = 6 weeks-4 hours per week (24 hours)

3 credits = 8 weeks-4 hours per week (32 hours)

#### Practicum

3 credits = 12 weeks (84 hours) – practicum logs document time spent

4 credits = 16 hours (112 hours) – this is part theory and part final graduate/thesis time. (no log kept)

### **Verification**

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

### **Directed, Independent Study, and Internship Guidance**

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

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

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

### **LIVE TEXT STATEMENT**

Cardinal Stritch University uses LiveText (student subscription assessment software) to assist with student learning outcomes assessment for accreditation purposes and continuous improvement of the student experience. All students will be required to purchase a 5-year, \$98 subscription when they begin their studies at Cardinal Stritch University. LiveText will allow students to create a portfolio of work that highlights their own growth and improvement in key student learning outcomes specific to their major course of study.

## **ATTENDANCE**

Class attendance is the foundation of the academic experience for students at the University. Student attendance and participation are the essence of all academic programs and an important expectation of faculty. Regular attendance at classes and laboratory sessions is expected. Students are directly responsible for their attendance and for work missed for any reason, including late registration and illness. Each instructor must include in the course syllabus the specific attendance requirements, including any impact absences may have on the course grade. Some programs may have specific attendance policies (e.g., nursing and teacher education). Students should refer to their program handbooks for this information.

Students shall not be penalized for excused absences. Excused absences are defined as classes missed due to participation in official University-sponsored co-curricular events or University-recognized religious observances. Students are excused from class and are permitted to make up any missed work or exams if they do the following:

- Notify the instructor well in advance of the anticipated absence date so that suitable arrangements can be made;
- Turn in any work due on the anticipated absence date before that missed class convenes;

Students who have excused absences are advised to obtain class notes/assignments from other students or arrange to have class audio/video recorded by another student. Students should also realize that any absences may negatively affect “full participation” in class, especially if the class meets only once per week. Students with excused absences must maintain an adequate performance level in the class.

### Co-Curricular Events

University-sponsored co-curricular events include athletic competitions, performances in the fine arts, and experiential learning (i.e. field trips). Practices and rehearsals are not covered under this policy. Students must follow the steps above to ensure any of their absences for competitions, performances, and experiential learning are marked as excused rather than unexcused.

### Religious Observances

For an absence to be excused due to a religious observance, the observance must appear on the University’s official calendar of religious observances. If it is not on the calendar, the student must request special permission from the dean or designee of his/her college for an excused absence. Students in these situations must follow the steps outlined above to ensure their absence is excused.

### Online Courses

Cardinal Stritch University defines attendance in an online course to be meaningful and consistent academic participation at least once a week and comparable to the contact hours that would be required for a similar face-to-face course of similar credits. Attendance does not include simply logging in. The student must participate in the required or supplemental activity that involves course content (e.g., a discussion, submitting an assignment, or completing a quiz) within the Stritch supported system, such as Canvas or Wolfmail/Stritch mail.

### **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 the respective instructors as well as students’ academic advisors in the Student Success Center. Students are responsible for any work missed during an absence. Undocumented absence from all courses for more than 14 course meeting days may result in a student being administratively withdrawn from the University. Refer to the Administrative Withdrawal for Non-Attendance policy.

### **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 ordinarily be accommodated. Students should contact their respective instructors and academic advisors if extended absences are anticipated. Any undocumented absences of more than two course meeting days may result in a student being administratively withdrawn from the University. Refer to the Administrative Withdrawal for Non-Attendance policy.

## **TRANSFER CREDIT**



Up to nine credits may be accepted from another regionally accredited school toward a master's degree earned at Cardinal Stritch University. Each college has residency requirements for the major that may be above and beyond what is articulated for the University. Program residency requirements are published in each college's program materials. Once credits are accepted in transfer at the University, the credits will be applied to any college based on the college's major/program requirements (subject to further restrictions by individual departments). These credits may include credits which have already been applied toward completion of another graduate degree program. No coursework may be applied toward a degree if it is more than seven years old at the time of graduation. Students must provide Cardinal Stritch University with official transcripts substantiating transfer coursework. All coursework must have a letter grade ("A" to "F" or equivalent) to be considered. Only graduate coursework with an equivalent grade of "B-" and above will qualify for transfer to graduate degree programs at Stritch.

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

## **ADDING, DROPPING A COURSE**

### **Traditional Calendar Degree Programs**

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

### **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 advisor in order to drop or add courses. Dropped courses will not appear on a student's academic record.

## **WITHDRAWING FROM A COURSE OR PROGRAM**

### **Traditional Calendar Degree Programs**

After the Drop/Add period, a student may not add or drop 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. Students in the traditional calendar degree program must withdraw in writing with their academic advisor. Once a student withdraws from a course, he/she is not allowed to "sit-in" on the course for content. The recorded date of the 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 the course.

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

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

A student in an accelerated/cohort degree program may withdraw from a course up to the 2/3 point of course meetings. A student in an accelerated/cohort degree program must process a withdrawal through the college or department as specified in the college/program student handbook. Students should contact their academic advisor for course and program withdrawals. Once a student withdraws from a course, he/she is not allowed to "sit-in" on the course for content. 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.

## **EMERGENCY/MEDICAL WITHDRAWAL POLICY (STUDENT INITIATED)**

1. Purpose
  - a. Cardinal Stritch University is committed to the academic success and personal growth of its students. There may be times when students experience life situations, medical conditions, or psychological conditions that significantly impair their ability to function successfully or safely in their roles as students. In such situations, time away from the college, used for treatment and recovery, can often restore health and personal wellness to a level that will enable the student to return to the College with the best opportunity for success.
  - b. The Emergency Withdrawal Policy provides an opportunity for a student to request time away from CSU for treatment and recovery in hopes of enabling the student to return to CSU with the best opportunity for future success without negatively affecting his/her GPA.

## 2. Policy

- a. An emergency withdrawal withdraws students from all classes and the residence hall (if appropriate). It is a withdrawal from Cardinal Stritch University.
  - i. Withdrawal from an individual course before the last day of class but after the last date to withdraw as listed in the current catalog without academic penalty and before grades are awarded must be authorized by the Dean of the College and the Senior Director of the Student Success Center.
- b. A student's proxy (i.e. parent, guardian, spouse) may request the withdrawal on behalf of the student if the student is unable to request it him or herself.
- c. Emergency withdrawals are authorized through the Director of Student Support when appropriate documentation indicates the student is unable to continue coursework at the University.
- d. Emergency withdrawals are approved on a case-by-case basis and may be granted when:
  - i. A physical, mental, financial, or personal issue develops after the last day to withdraw without penalty and is severe enough to keep a student from attending classes and/or successfully completing academic requirements.
  - ii. A physical, mental, financial, or personal issue develops before the last day to withdraw without penalty, but is not remedied as expected. In this case, students must document that they had been seeking a solution and/or care before the last date to withdraw without penalty; that it was expected that the student would be able to finish the session successfully, but that the expected positive outcome did not occur because reasons out of the control of the student (i.e., not because the student did not follow medical advice, etc.).
- e. A student is allowed one Emergency Withdrawal per degree during his/her time of study at Cardinal Stritch University. The need for additional emergency withdrawals will be reviewed on a case-by-case basis.

## 3. Student Responsibilities

In this process, the student is required to:

- a. Read the Emergency Withdrawal Policy and understand the process for obtaining approval and for returning as a student.
- b. Meet with the following individuals/departments
  - i. Advising/Advisor
  - ii. Counseling Center Staff
  - iii. Academic Department Chair (when applicable)
- c. Check your health insurance carrier so you can make an informed decision about whether to request an emergency withdrawal. Some health care coverage is dependent on enrollment.
- d. Complete the Emergency Withdrawal Form and send to the Director of Student Support 30 days after the last date of attendance or by the last day of the term, whichever is earlier. This must include a letter with the following information for the Director of Student Support.
  - i. Personal written statement
    - Describe the medical condition or emergency situation that required you to withdraw from Cardinal Stritch University.
    - Explain why the medical condition or emergency situation prevented you from completing the course (accelerated programs only)/semester.
    - Detail dates of the onset of your medical condition or the dates of the events/circumstances that impacted your ability to attend class/complete coursework, along with the dates of any treatment you received or meetings you attended.
    - If you stopped attending classes, explain why and when. (Non- attendance does not exempt you from academic and financial responsibilities).
    - If you stopped attending classes, did you continue to utilize other campus services such as the meal plan, attendance at student events? If so, describe your activities.
    - Explain what relief you are seeking from this request. Be as specific as possible.
  - ii. Supporting documentation
    - Written documentation to support your personal statement is required. For example:
      - Medical: Written documentation from your health care provider(s) should be on clinic letterhead, describe the diagnosed medical or psychological condition, and indicate when treatment commenced. It should also explain how the condition prevents you from attending classes and completing the semester. If able, the health care provider(s) should address potential health/clinical consequences if a medical withdrawal is not granted. To ensure confidentiality, the health care provider(s) may use a Release of Information form.
      - Personal (e.g., death in the family, family crisis, etc.): All family emergencies required official and/or notarized forms, documents, or correspondence from a state agency, governmental entity, or reputable business. For example, death of a

close family relative requires a death certificate and/or obituary with the name/date of the publication.

- o Financial (e.g., loss of sole-supporting job, head of household challenges, mandatory job changes): Financial emergencies require the students' employer or supervisor to document the mandatory change(s), the date of the change(s), and the organizational representative who can verify the circumstance of the job change(s), preferably a human resource professional.

#### 4. Procedures

- a. A student (or proxy) will complete the Emergency Withdrawal Form and send it, along with supporting documentation to the Director of Student Support.
- b. The documentation will be reviewed by the Director of Student Support to determine appropriateness of the emergency withdrawal using the emergency withdrawal approval rubric.
- c. When the Director of Student Support determines an emergency withdrawal is appropriate a meeting of the Emergency Withdrawal Committee composed of the Director of Student Support, Associate Director of the Wellness Center, and representatives from Academic and Career Advising, Business Office, Enrollment Services, and Financial Aid will be called to determine any potential tuition adjustment.
- d. Following the granting of an Emergency Withdrawal:
  - i. The Director of Student Support will send written authorization of the Emergency Withdrawal to the Registrar, Business Office, Financial Aid Office, Student Affairs, and Academic and Career Advising.
  - ii. The Director of Student Support will notify the student of the emergency withdrawal approval and outline the student's financial obligations (A medical withdrawal does not dismiss students from their financial obligations with the University).
  - iii. The Director of Student Support will place an emergency withdrawal hold on the student's account.
- e. If a request is denied, the Director of Student Support will send an official denial letter informing the student that he or she may appeal the decision to the Senior Director of the Student Success Center.
  - i. In order to appeal, the student must submit in writing the basis for the appeal and provide evidence to support the reason for the appeal within 10 days of the denial.
- f. If applicable, students will be required to move out of University housing within 24 hours (unless special arrangements are made with the Director of Student Affairs).

#### 5. Re-enrollment

- a. Re-admittance to the University will require the authorization of the Director of Student Support.
- b. The student will need to present compelling evidence that the condition or emergency that precipitated the need for an emergency withdrawal has been sufficiently treated or remedied and a plan for continuing good health and/or success is in place to support the student's transition back to Cardinal Stritch while ensuring the safety of the student and the University community.
- c. The student must submit a letter requesting reinstatement and schedule a meeting with the Associate Director of the Wellness Center or the Director of Student Support to discuss restrictions, etc. The letter with a personal written statement and supporting documentation must be submitted 15 days prior to the beginning of the semester/course (accelerated programs only). (Course registration will not be possible until documentation is received and re-enrollment is granted.) Include the following:
  - What has the student been doing during time away from Cardinal Stritch?
  - What has changed for the student that will assist her/him to be successful?
  - What support systems has the student developed in order to be successful?
- d. Supporting documentation verifying the emergency has been remedied or the condition has been treated and a plan for continued good health is in place to support the student's transition back to Cardinal Stritch should be included. For medical withdrawals, documentation must come from the student's health care provider.
- e. The student is encouraged to follow up with the Wellness Center upon return to Cardinal Stritch University for assistance in creating and implementing a plan to ensure future academic success and personal wellness.
- f. The Director of Student Support will contact the Advisor and/or the Academic Department Chair when a student is granted re-enrollment. The Advisor/Chair may request a meeting with the Director of Student Support to create and implement a plan to ensure student success in their particular academic program.

## ADMINISTRATIVE WITHDRAWAL

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

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, courses 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 be 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 will 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 Affairs 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 that 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 Affairs as appropriate. This meeting shall consist of a review and explanation for this action with the student and/or parents or guardians of the student if possible. The informal hearing shall be conversational and non-adversarial.

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

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

## GRADING SYSTEM

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

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

Grade	Quality Points	Explanation
A	4.00	Superior
A-	3.67	
B+	3.33	
B	3.00	Very Good
B-	2.67	
C+	2.33	
C	2.00	Satisfactory
C-	1.67	
D+	1.33	
D	1.00	Poor
D-	0.67	
F	0.00	Failure
WF	0.00	Failing Unofficial Withdrawal
HP		High Pass, not computed
P		Pass, not computed
LP		Low Pass, not computed
AU		Audit
I		Incomplete
W		Withdrawal/Administrative withdrawal
WU		Unofficial Withdrawal

### Incompletes

Students may be granted a grade of Incomplete ("I") if, through extraordinary circumstances, they are prevented from completing course requirements. In order to be eligible for an Incomplete grade, the student must have completed at least 50% of the course work as determined by the instructor. 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 course. An Incomplete contract must be completed by the student and the instructor specifying the work to be accomplished, and the default grade that will be issued if the outstanding work is not submitted by the due date. The Incomplete contract must be signed by the student as well as the instructor and submitted to the Registrar's Office.

An Incomplete must be removed within **six weeks** of the last day of the course, although the instructor may set a shorter period. An extension **not to exceed one year from the last day of the course** may be granted only with written consent from the instructor and the department chair, but if the work is not completed by the end of that year, no further exceptions will be allowed. The instructor is responsible for submitting a replacement grade to the Registrar's Office. If the instructor does not

submit a grade change by the contract date, the Registrar is authorized to change the Incomplete grade to the grade specified in the contract.

An Incomplete is not intended for retaking a course, retaking part of a course, or 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. Instructors will find the form to request a grade of Incomplete from the Registrar's Office

Students in the traditional calendar programs may be precluded from eligibility for the Dean's List if an Incomplete extends more than 21 calendar days after the published last day of classes on the academic calendar. The Registrar's Office will not confer a degree if there is an Incomplete on the student's record. If a final grade is not received prior to the conferral date, the student must apply for the next conferral date.

### **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 through the current curriculum. 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, his/her bill and financial aid can be affected. 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.



# ACADEMIC POLICIES

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

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

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

### **Academic Warning**

Students who receive a grade below "C" will be placed on Academic Warning by the department. Certain degree programs may have higher grade requirements, which are stipulated in the respective program sections. These students will be required to meet with an advisor to plan a strategy to improve future success. Required courses with unsatisfactory grades must be retaken. The second grade earned in the course will replace the first grade when computing the cumulative GPA.

### **Academic Probation**

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

### **Academic Dismissal**

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

1. Students placed on Academic Probation who fail to raise their cumulative GPA to the minimum acceptable level within their next six graduate credits or who receive a third course grade below "C" will be candidates for Academic Dismissal. If the student's cumulative GPA is below 3.0, the student will be dismissed from the University. If the cumulative GPA is above 3.0 but below the minimum in the field of study, students will be academically dismissed from the program only.
2. Master students will be subject to academic dismissal from the University if they receive three failing ("F" and/or "WF") grades in credits attempted at Cardinal Stritch University. Doctoral students will be subject to academic dismissal from the University if they receive two failing ("F" and/or "WF") grades in credits attempted at Cardinal Stritch University.
3. Students admitted on probation who fail to meet the conditional requirements of their admission shall be dismissed from the University. A dismissal notification letter is issued from the Vice President for Academic Affairs' Office.

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

## **ACADEMIC GRIEVANCES**

If a student 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 Vice President for Academic Affairs. Such appeals must be made in writing to the Vice President for Academic Affairs no later than 15 days after having received the written decision of the college. The 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. \*\* The College of Nursing and Health Sciences

Admission, Progression and Retention Committee will review all academic appeals prior to consulting with the Dean of the College.

In appeals for change of grade, the student and the academic person concerned are strongly urged to appear before the Committee when the case is presented. Each may bring one other person as support to the appeal hearing, although this person may not take part in the discussion. The Graduate Standards Committee does not have the authority to change a grade, but may recommend that the instructor re-evaluate the situation. The Committee's recommendation is forwarded in writing to the Vice President for Academic Affairs, who informs the student and the Department/Program Chair, and Associate Dean where applicable, of the department/college in which the course was taken.

A student who has been dismissed from a graduate degree program for unacceptable grades may petition the department for 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 disposition of his/her appeal.

## **ACADEMIC INTEGRITY**

### **General Policy**

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

### **Cheating**

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

### **Plagiarism**

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

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

### **Fabrication**

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

## **OTHER ACADEMIC MISCONDUCT**

Academic misconduct is generally understood to be any intentional violation of academic policies by which a student misrepresents his/her achievements or interferes in some way with the grading process. Academic misconduct includes, but



is not limited to, collusion in activities such as entering University property to obtain unadministered tests or changing grades; stealing, buying or selling parts of an unadministered test; bribing or accepting bribery for advance information about tests.

## **Action and Appeal**

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

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

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

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

## **Serious Violations**

Upon evidence of any serious and substantiated violation of academic integrity, the 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 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 Vice President for Academic Affairs, who will submit the case to the Graduate Academic Standards Committee. This committee will make the final decision in the matter.

## **Multiple Violations**

Upon evidence of more than one violation of academic integrity by a single student, the 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 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 Vice President for Academic Affairs, who will submit the case to the Graduate Academic Standards Committee. The decision of the committee is final.

## **STUDENT CONDUCT CODE**

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

for, and sensitivity to, the needs of others be accepted by all members of the University community in accordance with the Franciscan values of Cardinal Stritch University.

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

Conduct which is subject to disciplinary action or response by the University includes, but is not limited to the following:

1. Cheating, plagiarism or any form of academic dishonesty as specified in the Academic Integrity Policy.
2. Forgery, alteration or misuse of campus documents, records, time-cards, or identification; knowingly furnishing false information to the University.
3. Self-destructive behaviors which impede an individual's ability to properly pursue his/her education or obligation as a student at Cardinal Stritch University.
4. Misrepresentation of oneself or of an organization to be an agent of the University.
5. Obstruction or disruption, on or off campus property, of the academic process, administration process, or other campus functions.
6. Threatening to, or inflicting, physical or psychological violence to the person or property of others, including their family members or campus visitors.
7. Theft, intentional destruction, damage or unauthorized possession/use of University property or of the property of others, including their family members or campus visitors.
8. Unauthorized entry into, unauthorized use of, or misuse of any building, structure, equipment or facility.
9. Possession, distribution or sale of any illegal or unauthorized drugs that are controlled substances having potential for abuse, except as authorized by law.
10. Illegal possession, distribution, or use of alcoholic beverages and drugs specified in the University's Alcohol and Drug Policy.
11. Reporting to a University classroom/clinical site with the presence of alcohol or illegal drugs in one's body.
12. Possession or use of explosives, dangerous chemicals, firearms, or other weapons on campus property or at a campus function.
13. Abuse of, or tampering with fire alarm or security systems, fire emergency equipment or any other emergency equipment.
14. Sexual or physical harassment or assault, or psychological harassment of any individual. See the Sexual Assault Policy and the Anti-Harassment Policy.
15. Engaging in degrading, lewd, indecent or obscene behavior.
16. Failure to comply with directions of or acting disrespectfully towards University officials, designated agents, law enforcement, or others in authority in the performance of their duties.
17. Conduct which adversely affects a student's suitability as a member of a respectful academic community. Students are required to engage in responsible social conduct that reflects credit upon the University community and to model good citizenship in any community.
18. Use of technology in an unauthorized way. This includes, but is not limited to sharing or distributing music in a manner that violates copyright laws; attempting to gain access to another's email account; use of another individual's identification and/or password; making changes to another's private files, or impersonating another individual; knowingly transmitting viruses, chain mail, or spam; using software 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 Affairs), 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 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 Affairs).

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

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

# GRADUATION AND COMMENCEMENT INFORMATION

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

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

## APPLICATION FOR DIPLOMA

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

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

## TIME LIMIT

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

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

## GPA REQUIREMENT

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

## INDIVIDUAL COURSE GRADE REQUIREMENT

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

The Registrar's Office will not confer a degree if there is an Incomplete on the student's record. If a final grade is not received prior to the conferral date, the student must apply for the next conferral date.

## HONORS

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

## PARTICIPATION IN COMMENCEMENT

The University holds a single commencement ceremony in May of each year in the Milwaukee area. Any associate, bachelor's, or master's degree seeking student not having met all graduation requirements at the time of commencement, but still wishing to participate in the ceremony, must meet the following conditions:

- Students must have all degree requirements met by the August degree conferral date of the same year they wish to participate
- Students must have no more than six credits left to complete their degree requirements
- Students must have met all current financial obligations or entered into a payment plan at the time of application to participate in commencement.
- Students must complete a "Request for Permission to Participate in Commencement Only" form that includes a printed and signed academic advisor-approved completion plan/advising worksheet identifying all courses that will be taken off campus or completed through CLEP or portfolio with anticipated completion dates, and written approval to take any courses off campus.

- Students must file an “Application for Diploma” for the August graduation date to fulfill graduation requirements

Doctoral degree candidates must have successfully completed all required coursework and met all program requirements as defined by the department in order to participate in the commencement ceremony. All doctoral candidates must have met the appropriate graduate application deadline.

### **STUDENT COMMENCEMENT SPEAKER**

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

# GENERAL UNIVERSITY POLICIES

## **NONDISCRIMINATION/HARASSMENT POLICY**

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

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

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

## **COMMITMENT TO NONDISCRIMINATION**

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

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

### **What is FERPA?**

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's educational records. It limits the type of student information that may be released without a student's permission. It also helps to ensure accuracy in any educational records that are maintained on a student.

### **What are a student's rights under FERPA?**

FERPA grants four central rights to students related to those records, files, documents, and other materials that contain information directly related to them that are maintained by the University.

- The right to inspect and review education records maintained by the school;
- The right to seek to amend these records;
- The right to have some control over the disclosure of information from these records; and
- The right to file a complaint with the U.S. Department of Education concerning an allegation that the institution has failed to comply with the Act.

If the student believes anything in his or her record is inaccurate, misleading, or otherwise violates one's rights, that student has the right to challenge the content of those records. If a student's suggested corrections are not made by the University, that student may insert into his or her records a written explanation regarding the contents of such records.

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

1. The University has 45 days to comply with a student's written request to review his or her records.
2. All information declared confidential by the act is not available for inspection.
3. After reviewing their records, students may request that the unit maintaining the record remove or modify the information they believe is misleading, inaccurate or inappropriate. If the student's requests are refused, that student may insert in his or her records a written explanation regarding the contents to which he/she objects, or file an appeal with the President's Office, which will be heard by a person or committee designed by the President.

### **What information may be released without a student's permission?**

The following information is construed to be directory information, which may be released to the public without a student's permission.

- Name
- Address
- Telephone listing
- E-mail address
- Date and place of birth



- Major field of study
- Participation in officially recognized sports and activities
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent educational agency or institution attended
- Photograph

Even though this information is deemed to be public information, all students have the right to inform the University that any or all of the above information should not be released without their prior consent. If students wish to restrict the release of information, they must complete a written request to that effect to the Registrar's Office. After the student has filed the required written request, the University will notify the appropriate offices and begin to comply with the request as soon as possible. The request is effective for the duration of the academic year for which it was requested.

### **What are the conditions under which other student information may be released without permission?**

1. Release to school officials who have a legitimate educational interest in the records. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position; a person or company employed by or under contract to the University to perform a special task, such as an attorney or auditor; a student serving on an official committee, such as a disciplinary or grievance committee or a faculty/student committee; or a student worker. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities for the University.
2. Release to officials of another school, in connection with a student's efforts to enroll.
3. Release to federal and state educational officials, in connection with certain audits.
4. Release in connection with a student's request for or receipt of financial aid.
5. Release to federal, state and local law enforcement officials, in connection with certain criminal investigations.
6. Release to organizations conducting studies for or on behalf of educational agencies or institutions
7. Release to accrediting organizations to carry out their functions.
8. Release to parents of a student who is their "dependent" within the meaning of the Internal Revenue Code.
9. Release to comply with a judicial order, lawfully issued subpoena, or in the case of legal action between the University and the student or his/her family.
10. Release to appropriate parties in a health or safety emergency.
11. Release of directory information (see section above for details on what Cardinal Stritch University designates as directory information)
12. Release to the student him or herself
13. Release 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.
14. Parents of students younger than twenty-one years old may be contacted when students use or possess alcohol or other drugs.
15. 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.

### **Where may one call for more information?**

The University registrar can be reached at (414) 410-4081.

### **How does one file a complaint?**

If a student believes that the University is not in compliance with FERPA, she or he may file a written complaint with the:  
 Family Policy Compliance Office  
 U.S. Department of Education  
 Washington, D.C. 20202-4605

### **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**

Cardinal Stritch University prides itself on creating a learning environment responsive to all students. The University affirms the intent of Federal Law, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments of 2008.

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 disabilities that are not visually apparent. 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, he or she 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 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 Vice President for Academic Affairs in the event that an appeal is requested. The Vice President for Academic Affairs, after reviewing the information, will decide if there is sufficient information to warrant an appeal. If the Vice President for Academic Affairs determines that the appeal is in order, she or he may uphold the original decision, modify the original decision, or make an alternate decision. The decision of the 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 that 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 Affairs 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.stitch.edu/admissions-and-financial-aid/meet-our-admissions-counselors](http://www.stitch.edu/admissions-and-financial-aid/meet-our-admissions-counselors))
- Appeal of dismissal from one's major (Undergraduate or Graduate Catalog: Academic Policies-Academic Grievances)
- Grade appeals (Undergraduate or Graduate Catalog: Academic Policies-Academic Grievances)
- Appeal of academic dismissal from university (Undergraduate or Graduate Catalog: Academic Policies-Academic Dismissal)
- Appeal of Plagiarism findings (Undergraduate or Graduate Catalog: Academic Policies-Academic Integrity)
- 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's Office)
- Appeal to register with an account balance (Contact Accounting Manager in College of Business and Management, University Bursar in other undergraduate programs) ([www.stitch.edu/admissions-and-financial-aid/tuition-and-fees](http://www.stitch.edu/admissions-and-financial-aid/tuition-and-fees))
- Medical withdrawal (Contact the Director of Student Support within the Student Success Center) (<http://www.stitch.edu/Student-Life/Student-Success-Center/Contact-the-Student-Success-Center>)

### **Financial Appeals, Grievances, and Concerns**

- Appeal of charges (College of Business and Management)-Non medical (An Academic Advisor will guide through process)
- Appeal of charges (All colleges but College of Business and Management)- 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) (<http://www.stitch.edu/Student-Life/Student-Success-Center/Contact-the-Student-Success-Center>)
- 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.stitch.edu/admissions-and-financial-aid/financial-aid/contact-information/](http://www.stitch.edu/admissions-and-financial-aid/financial-aid/contact-information/))
- Scholarship appeal (Contact Associate Director of Financial Aid) ([www.stitch.edu/admissions-and-financial-aid/financial-aid/contact-information/](http://www.stitch.edu/admissions-and-financial-aid/financial-aid/contact-information/))
- Appeal to participate in commencement with an account balance (Contact Business Office for non-College of Business and Management, Accounting Manager for College of Business and Management cohort students) ([www.stitch.edu/admissions-and-financial-aid/tuition-and-fees](http://www.stitch.edu/admissions-and-financial-aid/tuition-and-fees))
- Financial aid concerns not covered above (Contact Director of Financial Aid) ([www.stitch.edu/admissions-and-financial-aid/financial-aid/contact-information/](http://www.stitch.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.stitch.edu/admissions-and-financial-aid/request-information](http://www.stitch.edu/admissions-and-financial-aid/request-information))
- Alleged violations of State laws or rules relating to the licensure of postsecondary institutions ([www.stitch.edu/admissions-and-financial-aid/request-information](http://www.stitch.edu/admissions-and-financial-aid/request-information))
- Complaints relating to the quality of education other State or accreditation requirements ([www.stitch.edu/admissions-and-financial-aid/request-information](http://www.stitch.edu/admissions-and-financial-aid/request-information))

## Ethics/Treatment of Self and Others

- Harassment ([www.stritch.edu/Student-Life/Campus-Safety/Anti-Harassment-Policy-\(Including-Sexual-Harassment\)](http://www.stritch.edu/Student-Life/Campus-Safety/Anti-Harassment-Policy-(Including-Sexual-Harassment)))
- Disability accommodation or grievance ([www.stritch.edu/Student-Life/Campus-Safety/Disability-Policies](http://www.stritch.edu/Student-Life/Campus-Safety/Disability-Policies))
- Sexual abuse/assault ([www.stritch.edu/Student-Life/Campus-Safety/Anti-Harassment-Policy-\(Including-Sexual-Harassment\)](http://www.stritch.edu/Student-Life/Campus-Safety/Anti-Harassment-Policy-(Including-Sexual-Harassment)))
- Whistleblower's policy ([https://my.stritch.edu/ICS/Employee\\_Info/Business\\_Office\\_Documents.jnz](https://my.stritch.edu/ICS/Employee_Info/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/Student-Success-Center/Contact-the-Student-Success-Center](http://www.stritch.edu/Student-Life/Student-Success-Center/Contact-the-Student-Success-Center))
- Discrimination (Contact the Senior Director of Student Success) ([www.stritch.edu/Student-Life/Student-Success-Center/Contact-the-Student-Success-Center](http://www.stritch.edu/Student-Life/Student-Success-Center/Contact-the-Student-Success-Center))

## Student Life Appeals, Grievances, and Concerns

- Appeal of student conduct sanction (Coordinator of Residence Life for residence hall matter, Director of Student Affairs within the Student Success Center for non-residence hall matter) ([www.stritch.edu/Student-Life/Student-Success-Center/Contact-the-Student-Success-Center](http://www.stritch.edu/Student-Life/Student-Success-Center/Contact-the-Student-Success-Center))
- 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 Affairs within the Student Success Center) ([www.stritch.edu/Student-Life/Student-Success-Center/Contact-the-Student-Success-Center](http://www.stritch.edu/Student-Life/Student-Success-Center/Contact-the-Student-Success-Center))
- Housing assignment (Contact Coordinator of Residence Life and/or Director of Student Affairs within the Student Success Center) ([www.stritch.edu/Student-Life/Student-Success-Center/Contact-the-Student-Success-Center](http://www.stritch.edu/Student-Life/Student-Success-Center/Contact-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/Student-Success-Center/Contact-the-Student-Success-Center](http://www.stritch.edu/Student-Life/Student-Success-Center/Contact-the-Student-Success-Center))

## Complaints Process

The online 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

Application Processing and 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 knowledgeable representatives and online via My.Stritch.edu. 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.

Application Processing and 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.

## REGISTRAR'S OFFICE

The Registrar's Office 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 Registrar's Office 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 that 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 also houses a Tier 1 technology help desk.

The Library's holdings include more than 142,000 items in a variety of formats as well as more than 35,000 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. [Upon request it is now possible to substitute the barcode # with a username of your choice.] 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://www.stritch.edu/library/>. 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, cameras, headphones and other personal hardware for short-term loan to students on a first-come, first-served 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. Students are allotted 400 prints on their Paper Cut account during each term, (fall, spring, summer) and may purchase additional prints at a reasonable cost.

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 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 023
- Classroom Labs: Bonaventure Hall BH004 and BH056
- 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 e-mail account in order to receive electronic communication from the University. This is the only e-mail 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 e-mail 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 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 Affairs 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 Exploration and Education 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 Affairs, 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 who 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.

- Academic Support 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 that affect learning and require classroom accommodation (e.g. restricted eyesight requiring large print texts) should contact the Disabilities Coordinator in the Student Success 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 of 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/Student-Success-Center/Publications-and-Student-Handbooks](http://www.stritch.edu/Student-Life/Student-Success-Center/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 Affairs**

The department of Student Affairs 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 Affairs.

## **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 Affairs 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 Web site and/or a Residence Life Coordinator.

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 online.

### **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. Residents' 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 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, the common read programming, and direct support of the Liberal Arts core and its connection with the Franciscan values.

### **University Ministry**

People 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 experiences 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.

### **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.

### **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.

Urban Fellows Requirements:

- Serve in the community on a regular basis with one of the community partner agencies. Typically, students serve 5-6 hours per week during the academic year.
- Actively participate in two workshops per month led by student leaders.
- Complete personal reflection activities in connection with workshops and service.
- Develop specific learning goals each semester with help of their site mentor.
- Log hours, accomplishments, and reflections on a web-based reporting system.

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.

### **ATHLETICS**

Stritch men and women compete as a member of 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 that 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.stitchwolves.com](http://www.stitchwolves.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 Affairs 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, Financial Aid, International Education, Registrar's Office, Student Registration, 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 sophomore through senior 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 that 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.

# 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. Our programs integrate meaningful knowledge of the theology, practical tools for ministry, and a purposeful focus on mission.

Center offerings include:

### Saturday Institute for Lay Ministry *(Offered on campus)*

- Provides a four semester Certificate in Lay Ministries program, offered in both English and Spanish language cohorts
- Students may also register for a single semester or a single course
- Courses in methods of catechesis and youth ministry are offered each semester

### Special Events *(Offered on and off campus)*

- Annual Symposium on Lay Ministries
- Forums on Faith and Work (quarterly), designed to illuminate Christian discipleship for the business community

### Catholic School Educator Programs *(Offered on and off campus)*

- Faith Formation Team Training (FFTT) Program
- Sustaining the Mission, providing religious education in-services for 2,500 Catholic school educators in the Archdiocese of Milwaukee.

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.

# COLLEGE OF ARTS AND SCIENCES

# COLLEGE OF ARTS AND SCIENCES

## MISSION STATEMENT

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

## FOCUS

In order to provide this liberating educational experience, the Arts and Sciences faculty model what they profess. The faculty commit themselves to continue to:

- Strive for teaching excellence
- Expand their own scholarly inquiry
- Share knowledge and methodology with each other
- Demonstrate a spirit of genuine collaboration and community with each other and their students
- Accept and value diversity among each other and their students.

## DEGREE COMPLETION REQUIREMENTS

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

### **Required coursework:**

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

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

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

### **Research component:**

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

### **Comprehensive Examination:**

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

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

### **Apply for Graduation:**

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

### **Practicum and Field Experience:**

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

# MASTER OF ARTS IN CLINICAL PSYCHOLOGY

The Master of Arts in Clinical Psychology is designed for students with career interests in master's-level clinical practice or those who plan to obtain a Ph.D. or Psy.D. The foundation of the Clinical Psychology program is the scientist-practitioner model and students are provided with clinical training rooted in ethical practice based on an understanding of research and theory. Using this knowledge base, students acquire the attitude and ability to think critically in evaluating information and making informed clinical judgments. Classroom and applied work encourage 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, and disability. The program experiences culminate in a two-semester applied practicum and empirically-based thesis.

## PROGRAM FORMAT

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

## ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:

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

The review of applications and offers for on-campus interviews will begin in late January. Students who do not meet the above requirements should complete undergraduate prerequisite courses and/or meet with the program chair to discuss their options before applying to the program.

## GRADUATION REQUIREMENTS

To qualify for graduation from this program, students must:

- Complete master's coursework with a minimum cumulative grade point average of 3.0 with no individual course grades below a "C" and no more than one course grade below a "B-."
- Satisfactorily complete an oral defense of an evidence-based master's thesis or a supervised research paper.
- Satisfactorily complete clinical field practica totaling 600 hours, including enrollment in an on-campus practicum seminar.
- Obtain recommendation for graduation from the program chair.
- Satisfactorily complete all program requirements within seven consecutive academic years.

## COURSE DESCRIPTIONS

### PSY 533 Advanced Statistics and Research Methods



**(3 Cr.)**

This course focuses on the methods used by psychologists to study and understand behavior. Emphasis is placed on research design, execution, and statistical analysis of data.

**PSY 536 Ethics, Professional Standards and Legal Issues****(3 Cr.)**

This course focuses on the ethical, legal, and professional standards and principles that govern the practice of psychology. Topics include the APA Ethical Principles, the ACA Code of Ethics, state regulations, and issues related to professional practice and delivery of services.

**PSY 538 Advanced Personality Theory****(3 Cr.)**

This course is designed to give students a working knowledge of major personality theories and familiarity with contemporary research on personality. The influence of biological and cultural factors on the development of personality also is addressed.

**PSY 541 Psychopathology****(3 Cr.)**

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

**PSY 543 Systems of Psychology****(3 Cr.)**

This course focuses on the philosophical, physiological, and experimental influences on the founding and development of psychology. Major schools of thought and influential psychologists are discussed.

**PSY 545 Assessment I****(3 Cr.)**

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

**PSY 547 Theories and Techniques of Individual Psychotherapy and Counseling****(3 Cr.)**

This course familiarizes students with the predominant modes of empirically-based psychotherapies. Emphasis is on obtaining an understanding of the underlying theories as well as learning psychotherapy techniques. Issues related to treatment of diverse client populations also are discussed.

**PSY 549 Assessment II****(3 Cr.)**

This course deals with the study of the theory and rationale of personality tests. The course focuses on the use of objective and projective personality assessment tools in conjunction with other evaluation techniques. Emphasis is on the development of advanced diagnostic and assessment skills. Prerequisite: PSY 545. Lab Fee Required.

**PSY 550 Substance Related Disorders****(3 Cr.)**

This course is on the diagnosis, conceptualization, and treatment of substance –related disorders. There will be a primary focus on exploring how substance use and addiction processes develop and are maintained. Biological, cultural and behavioral theories related to these disorders will be explored, with an emphasis on using motivational interviewing techniques in therapy.

**PSY 551 Multicultural Issues in Clinical Psychology****(3 Cr.)**

This course is designed to develop a comprehensive understanding of diverse cultures as related to clinical research and practice. Theory and research are examined to provide an understanding of the interplay among cultural stereotyping, oppression, and racism, and concepts of pathology and treatment. Culturally responsive clinical strategies are emphasized.

**PSY 552 Internship Seminar I**

**(1.5 Cr.)**

This course consists of weekly class meetings and experiential exercises on practical and professional issues, including placement selection, supervision issues, ethical and legal issues, treatment records, and assessment and diagnosis. This course will assist clinical psychology students in integrating and applying knowledge, values, and skills taught in the classroom to practicum experiences.

**PSY 553 Internship I****(4 Cr.)**

This course provides students with supervised clinical field experience in a facility approved by the clinical faculty. Emphasis is on the development of students' assessment and diagnostic skills.

**PSY 555 Theories and Techniques of Group Psychotherapy and Counseling****(3 Cr.)**

This course focuses on different group therapeutic strategies using discussion of theory and experiential learning in the classroom. Group therapy, family therapy, mental health consultation and education, and community psychology are covered

**PSY 556 Internship Seminar II****(1.5 Cr.)**

This course is a continuation of Practicum Seminar I. It provides students with the theoretical and practical aspects of training in clinical psychology. Students will discuss their cases, interpretations, insights, use of DSM, intervention strategies, ethical and multicultural issues, and other topics related to their practica. This course will assist clinical students in integrating and applying knowledge, values, and skills taught in the classroom to practicum experiences.

**PSY 557 Biological Bases of Behavior****(3 Cr.)**

This course focuses on how behavior is controlled by the nervous and endocrine systems. Biological mechanisms of perception, homeostasis, sexual behaviors, emotions, behavioral disorders, and memory will be emphasized.

**PSY 558 Practicum Seminar III****(1.5 Cr.)**

This course is a continuation of Practicum Seminar II. Students will continue to discuss topics related to clinical work, including different modalities of conducting clinical interventions, and relate these to their ongoing clinical practica.

**PSY 559 Internship II****(4 Cr.)**

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

**PSY 560 Practicum Seminar IV****(1.5 Cr.)**

This course is a continuation of Practicum Seminar III. In addition to continuing to learn about new therapy techniques and contemporary issues in clinical psychology, students also will be required to conduct a formal case presentation and complete a case conceptualization paper.

**PSY 570 Fundamentals of Career Counseling****(3 Cr.)**

This course reviews major career development theories and commonly used occupational and educational guidance resources (traditional and electronic). Readings and case studies are used to generate discussions to demonstrate competencies needed to engage and counsel, using a developmental model that spans elementary through college students, displaced workers, and a variety of diverse populations.

**PSY 595 Supervised Research****(1 Cr.)**

This course will require students to conduct an extensive review of the literature and write a graduate level research paper. Students will receive credit after the research paper has been approved by their research advisor and program chair. Students will demonstrate their ability to locate empirically-based research in area being studied, demonstrate the ability to organize this scholarly information in a cohesive manner, and demonstrate the utility of the research being discussed in facilitating understanding of the primary research topic. Prerequisite: PSY 533.

**PSY 598 Thesis I: Seminar****(0 Cr.)**

This seminar helps prepare students to plan and write their thesis research proposal. A "Guide to the Preparation of the Proposal and Thesis in the Master of Arts in Clinical Psychology" is provided to students to assist them in work on their thesis from the thesis proposal through the final thesis defense.

**PSY 599 Thesis II: Independent Work****(3 - 3 Cr.)**

Students will sign up for independent work credits to complete their thesis. They will receive credit after completion of the thesis manuscript (including the following components: Introduction, Methods, Results, and Discussion) and oral defense, and upon receiving final approval from their thesis committee members and the program chair.

# MASTER OF ARTS IN RELIGIOUS STUDIES

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

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

## PROGRAM REQUIREMENTS

**Foundational Courses** (13 credits) required for all students:

RS 500 Professional Development Seminar  
RS 552 The Study of the Scriptures  
RS 554 The Study of Church History  
RS 553 The Study of Systematic Theology

**Methodological Application Courses:**

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

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

**Elective Courses**

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

**Capstone Requirement**

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

\*/\*\*: Students may choose two elective credits for a Thesis (MARS)\* or Pastoral Project (Ministry Concentration).\*\*

## ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:

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

## GRADUATION REQUIREMENTS

To qualify for graduation from this program, students must:

- Complete the required coursework with at least a 3.0 overall grade point average, with no individual course below a "B-." Any course(s) in which a final grade below a "B-" is earned do not count toward the 30-credit requirement. If a student receives a final grade of "C+" or below in two courses, that student will be automatically removed from the M.A. in Religious Studies program.

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

## **CERTIFICATE IN URBAN MINISTRY**

Certificate in Urban Ministry may constitute a segment of the Bachelor of Arts in Religious Studies degree (36 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.

Completion of the certificate is based on showing competencies in certain skills that may or may not be attained through academic work. Some of the competencies listed below may be fulfilled through courses offered in either the traditional undergraduate and graduate programs, or through classes offered in conjunction with the St. Clare Center for Catholic Life. Other competencies may be granted based on previous academic work or on work and life experience. Urban Ministry Certificate students should meet with their advisor to assess their route towards completing these competencies.

Required Competencies for Certificate Completion (at Non-credit, Undergraduate or Graduate Levels):

- Basic understanding of the theological foundations of church.
- An understanding of the theory and practice of social justice, especially in the urban setting.
- Competency in social or interpersonal communication.
- Familiarity with the organization and functioning of a church community.
- Knowledge of resources in the urban setting for enhancing the life of an urban congregation.
- Internship/practicum.

## **COURSE DESCRIPTIONS**

### **RS 500 Professional Development Seminar**

**(1 Cr.)**

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

### **RS 501 Pastoral Project**

**(2 - 3 Cr.)**

This is the final course to be taken as part of the requirement for the MAM/MALM degree (for ministry degree students admitted prior to Fall 2013) and for students in the MARS with Ministry Concentration program. The pastoral project has four parts: 1). Present a pastoral problem or concern, identifying it within its social/pastoral/theological context; 2). Offer a means of addressing the pastoral problem or concern, explaining how it does so; 3). Implement the suggested course of action; 4). Assess the effectiveness of the course of action, suggesting what next steps or further stages of implementation might be warranted.

### **RS 502 Synthesis Paper**

**(2 - 3 Cr.)**

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

### **RS 503 Religious Studies Practicum**

**(1 - 3 Cr.)**

This is a seminar and practicum in areas related to religious studies. Utilizing the resources of theology, psychology, sociology and experience, the class is designed to assist the student in gaining competency in a religious leadership role and to test this competency under supervision.

### **RS 508 Contemporary Catholicism**

**(3 Cr.)**

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

**RS 510 Special Topics****(1 - 3 Cr.)**

This is a study of a particular topic in theology and/or Christian ministry formation.

**RS 514 Ecumenical and Interfaith Relations****(3 Cr.)**

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

**RS 516 Relational Ministry****(1 Cr.)**

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

**RS 520 Women and Theology****(3 Cr.)**

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

**RS 521 Canon Law: Marriage/Parish Structure****(2 Cr.)**

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

**RS 526 Foundations in Music and Liturgy****(2 Cr.)**

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

**RS 527 Christian Anthropology****(3 Cr.)**

This course focuses on the understanding of the human person in the Christian tradition. The course explores the theological understanding of topics such as human nature, grace, sin, freedom, justification, and salvation.

**RS 528 Franciscan Intellectual Tradition****(3 Cr.)**

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

**RS 533 Catholic Education in America****(2 Cr.)**

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

**RS 541 Biblical Greek I****(3 Cr.)**

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

### **RS 542 Biblical Greek II**

**(3 Cr.)**

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

### **RS 543 Theology of Justice and Peace**

**(3 Cr.)**

This course examines the historical settings and the biblical and theological foundations for the Christian commitment to a just and peaceful world. Employing a process of social analysis, the latter part of the course explores the ethical challenges facing the Christian community, especially the urban church.

### **RS 545 Spirituality and Human Growth**

**(3 Cr.)**

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

### **RS 552 The Study of the Scriptures**

**(4 Cr.)**

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

### **RS 553 The Study of Systematic Theology**

**(4 Cr.)**

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

### **RS 554 The Study of Church History**

**(4 Cr.)**

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

### **RS 555 Independent Study**

**(1 - 3 Cr.)**

This is a guided study of a topic in religious studies chosen by the student with the approval and under the direction of a faculty member with competence in the selected area.

### **RS 556 Pastoral Theology**

**(2 Cr.)**

This course examines the theological roots of ministry, both lay and ordained. It outlines ministry as a leadership function, explores significant issues which influence and impact ministry and reflects upon what it means to have a pastoral perspective in specific situations in the faith community and society. Students will focus on resources and choose assignments pertinent to their ministry areas.



**RS 557 Philosophy of God****(3 Cr.)**

This course investigates various ways in which philosophers have spoken about God. The following topics are examined: the relation between faith and reason, the existence of God, the “nature” of God, as well as various challenges to God’s existence which arise from considerations of the problem of evil and of scientific knowledge.

**RS 558 Ecclesiology****(2 Cr.)**

This course will view the Christian Church in its historical manifestations from the apostolic period to the present. The goal will be to explore the authentic identity, values and practices that the People of God, under the guidance of the Holy Spirit, have assumed through the centuries. Questions to be posed: how does the Church meet the challenges of cultural and social diversity? To what extent can one arrive at an ecumenical understanding of the Church amid various Christian traditions that have arisen through the centuries? What are the implications of any conclusions about the Church for the pastoral life of the community?

**RS 559 Worship and Sacrament****(2 Cr.)**

This course is an historical, theological, and pastoral overview of the constitutive elements of Christian worship and sacrament (time, space, word, and ritual/symbolic act), with special attention to the basic principles of liturgical theology and practice. Emphasis will be placed on interpreting liturgical documents and ritual texts with a view to theological interpretation and pastoral practice. Prerequisite: A foundational course in systematic theology or department approval.

**RS 562 Morality and Justice****(2 Cr.)**

This course is an introduction to the biblical/theological foundations of morality in the Christian tradition. The first part of this course will introduce the students to fundamental moral theology by highlighting various methods and debates within the discipline. This will provide the foundation for the second part of the course which focuses on special moral theology, or how moral decisions are made when dealing with concrete issues. The second part of the course also will highlight areas of social justice and ethics in relation to the moral life.

**RS 565 Introduction to Urban Ministry****(1 Cr.)**

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

**RS 568 The Bible and the City****(2 Cr.)**

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

**RS 580 Wisdom Literature and the Psalms****(2 Cr.)**

This course introduces students to the Wisdom Literature and Psalms of the Old Testament/Hebrew Bible as products of their original historical and religious setting, as well as foundational documents for Judaism and Christianity. Using historical-critical and comparative methodologies, the various texts and their representative traditions are studied as interpretive responses to the life situations of Jews in the ancient world and normative forming texts of respective religions thereafter (Judaism and Christianity). 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 by the original author.

**RS 581 Religion in American****(2 Cr.)**

An introduction to the development of religion in America, the basic beliefs of its major religious traditions, their relationship to and impact upon, the social, economic and political life of the nation, and their relationship to American civil religion.

**RS 582 The Synoptics: Mark, Matthew and Luke****(2 Cr.)**

This course will examine the three Gospels called Synoptic (Mark, Matthew and Luke). Through the use of contemporary biblical methods of interpretation, each Gospel will be analyzed for its unique contributions to the story of Jesus, the early Christian community and subsequent theological reflection.

**RS 584 The Franciscan Heritage and Intellectual Tradition  
(2 Cr.)**

This course addresses the Franciscan heritage (concepts and practices of poverty, simplicity, prayer, conversion, community) and the theological development of a distinctly Franciscan intellectual tradition covering the topics of God, trinity, incarnation, creation, sin, redemption and the nature of the human person. The relevance of these understandings and practices for the modern world also will be explored.

**RS 585 Christian Spirituality: Personal Growth and Development  
(2 Cr.)**

Our spirituality encompasses every aspect of our lives as individuals and as a human community. It is so woven into the fabric of our lives that spirituality is in fact inseparable from the life force within us. This course will explore definitions and understandings of spirituality through the Christian era in various Christian denominations. By analyzing the lives of certain believers of past ages, the course will also address the integrating potential that a balanced spirituality provides in the life of a believer.

**RS 586 'Listen Carefully, But Do Not Understand!' The Message of the Old Testament Prophets  
(2 Cr.)**

This course introduces students to the message of the prophets of the Old Testament/Hebrew Bible as products of their original historical and religious setting, as well as foundational documents for Judaism and Christianity. Using historical-critical and comparative methodologies, the various texts and their representative traditions are studied as interpretive responses to the life situations of Israelites in the ancient world and normative forming texts of respective religions thereafter (Judaism and Christianity). 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 by the original author.

**RS 587 Mystery of God  
(2 Cr.)**

This course is an exploration of the mystery of the triune God, the central teaching about the nature of the divine in Christian understanding. It will trace the historical development of the doctrine of the Trinity from its biblical roots to its contemporary resurgence, and investigate the implications of Trinitarian belief for liturgy, spirituality and lives of justice.

**RS 588 Paul: Windows on His Thoughts and His World  
(2 Cr.)**

This course examines the person, the writings, and the thought of Paul of Tarsus who, after Jesus of Nazareth, is perhaps the most influential figure in the formation of the early Christian community. Beginning with Paul's story and his world, the course will employ contemporary biblical methods of interpretation as it examines his letters and studies his thought as it is expressed in those letters. These insights will then be brought to bear on the role of Paul's thinking in contemporary Christian theological thought.

# MASTER OF SCIENCE IN SPORT MANAGEMENT

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

## PROGRAM FORMAT

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

## REQUIRED COURSES

SSM 502 Social and Historical Aspects of Sport  
SSM 520 Sport Ethics and Leadership  
SSM 510 Sport Organization and  
SSM 512 Financial Aspects of  
SSM 536 Sport Law  
SSM 542 Sport Facilities Management and Design  
SSM 544 Sport Marketing  
SSM 545 Public Relations in Sport  
SSM 506 Contemporary Issues in Sport  
SSM 549 Capstone: Sport Management

## ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:

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

## GRADUATION REQUIREMENTS

To qualify for graduation from this program, students must:

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

## COURSE DESCRIPTIONS

### SSM 502 Social and Historical Aspects of Sport (3 Cr.)

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

### SSM 506 Contemporary Issues in Sport

**(3 Cr.)**

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

**SSM 510 Sport Organization and Management****(3 Cr.)**

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

**SSM 512 Financial Aspects of Sport****(3 Cr.)**

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

**SSM 520 Sport Ethics and Leadership****(3 Cr.)**

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

**SSM 536 Sport Law****(3 Cr.)**

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

**SSM 542 Sport Facilities Management and Design****(3 Cr.)**

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

**SSM 544 Sport Marketing****(3 Cr.)**

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

**SSM 545 Public Relations in Sport****(3 Cr.)**

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

**SSM 549 Capstone: Sport Management****(1 - 3 Cr.)**

The capstone course enables students to apply sport management knowledge and gain practical real-world sport experiences through the choice of two tracks; Project and Field Experience. In addition, the student will complete a portfolio which serves as the culminating experience linking program outcomes of the Sport Management program.

# COLLEGE OF BUSINESS AND MANAGEMENT

# College of Business and Management

## MISSION STATEMENT

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

## FOCUS

The graduate degree programs offered through the College of Business and Management (CBM) operate in accordance with the Mission Statement of Cardinal Stritch University and, in doing so, subscribe to the following principles:

- CBM and its graduate programs are committed to the experienced adult learner;
- CBM programs are oriented toward career preparation and enhancement;
- CBM programs emphasize ethics and values;
- CBM programs strongly emphasize respect for students as individuals and the dignity of every person;
- CBM encourages personal attention and a commitment to student-teacher interaction;
- CBM programs emphasize top-quality instruction with faculty members who are active practitioners as well as scholars;
- CBM faculty members are committed to helping students translate knowledge into action;
- CBM emphasizes an instructional model utilizing small groups working in teams to solve problems in the workplace.

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

The College of Business and Management offers graduate programs at sites in Madison, Brookfield, and the City Center location in downtown Milwaukee as well as the main Milwaukee campus. The college also has some corporate partnerships where employees can study at their place of work. All programs are also available online.

## HOW THE PROGRAMS WORK

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

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

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

## WHICH PROGRAM IS MOST SUITABLE?

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

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



requires that applicants demonstrate appropriate levels of knowledge in the areas of economics, statistics, accounting, and finance.

## ADMISSIONS PROCEDURES

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

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

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

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

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

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

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

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

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

Graduate students admitted conditionally who are given a grade of Incomplete in one of their probationary courses may not proceed to subsequent courses until they have removed the Incomplete. If they have already begun their next course before receiving the Incomplete grade, they may complete that course, but may take no other courses until the Incomplete grade is removed.

### Orientation

Orientation is required and includes information that is critical to the academic success of our new students. Orientation is a student's first encounter with the Cardinal Stritch University staff and other students and is designed to acquaint students with the University, the College of Business and Management and its resources. Students are held responsible for knowing and being familiar with the information presented at orientation, including program format, policies, and technology.

### TIME LIMIT

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

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

## **RESIDENCY REQUIREMENTS**

The residency requirement for both the MBA and MSM programs is 30 master-level courses from the College of Business and Management. These must be earned at Stritch.

## **TRANSFER CREDITS**

Because of the specialized nature of the master's programs, up to three degree-related graduate-level courses of three semester credits each (up to nine credits total) will be accepted from another regionally-accredited college or university in transfer. Only courses with grades of B or better will be considered.

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

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

## **GRADING SYSTEM/ PERFORMANCE REQUIREMENTS**

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

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

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

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

## **PROGRAM REQUIREMENTS**

In order to receive a master's degree in the College of Business and Management, the following requirements must be met:

- All graduate coursework at Cardinal Stritch University has been completed with a cumulative GPA of 3.0 (4.0 scale) or better;
- Cardinal Stritch University coursework has been completed with no grade lower than a "C" counted toward the degree;
- All financial obligations to the University have been met;
- Successfully complete all program requirements;
- Faculty recommendation for graduation;
- All graduate credits applied to the degree must have been completed within seven (7) years of the time of graduation;
- Application for graduation must be submitted by March 1 for May graduation, by Aug. 15 for August graduation, and by Oct. 1 for December graduation. Formal commencement ceremonies are held in May in Milwaukee.

See Graduation Information section of the catalog for more requirements

# MASTER OF BUSINESS ADMINISTRATION

*“We need MBA graduates who understand the big picture of business.”*

*“MBA graduates need to have strong critical thinking skills and must be able to assimilate information and make connections across all functional areas of business.”*

*“Leaders in our organization must have strong communication skills and must be effective in a global, multi-cultural environment.”*

These comments reflect what the College of Business and Management heard during an extensive data-driven review of the MBA program. Research into 21<sup>st</sup> Century skills and employer needs; and listening sessions, surveys and interviews with business executives, current MBA students, MBA alumni, and members of the faculty, all provided data used to conduct a complete review of the Stritch MBA program.

The result of this research is a **new and innovative MBA program**. The Stritch MBA breaks down the traditional academic silos to help students better understand the interconnectedness and complexity of business. MBA students will study business through an ***integrated approach focused on application of business knowledge, systems and processes, leadership, and strategic human resource and customer relationship management.***

The new MBA has several themes embedded throughout the program:

- An integrated understanding of the global, cross cultural, and ethical context of business
- Make the business case for leading organizations that value people, planet, and profit
- Seeing and responding to the business “big picture” in new, innovative, and adaptive ways

The MBA delivers integrated business content in ***four areas of competence, each having nine credits.***

- **Leadership competence.** The program opens with a focus on success in graduate studies, self-awareness of strengths and weaknesses, and areas for improvement, and preparation for business leadership. Two leadership courses examine the principles of leadership and help the student prepare to lead self, others, and systems inside an organization. The three courses in personal competence for leadership focus on aligning values, purpose, and practice to establish a framework for ethical leadership; development and communication of vision and mission; and creation of a values-based organizational culture that is nimble, innovative, and creative.
- **Business technical strategies.** Three courses focus on the tools and techniques of business efficiency and effectiveness. Included is a course on the principles of continuous process improvement and quality management strategies; strategically managing information resources, data and systems; and strategic development and management of the organization’s workforce.
- **Business financial competence.** Three courses develop competencies relating to strategic finance, measurement, and control of a business’s bottom line. These courses focus on strategic financial analysis forecasting and budgeting; sources of capital; and policies, procedures and strategic control systems that businesses use to measure success in a highly competitive global environment.
- **Competence in business strategy** and sources of competitive advantage in the business environment. Students will bring together concepts of data analysis and uses of customer and competitive data to make strategic organizational decisions. The MBA ends with two courses that together help the student integrate all of the learning into a single business related project. This final integrative experience provides the student with an opportunity to think critically to solve a practical business problem and demonstrate understanding of the comprehensive relationships among the various elements of business.

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

## PROGRAM CURRICULUM

### Master of Business Administration (MBA)

MBA 500 – Graduate Success Seminar

MBA 501 - Leading Self, Others and Systems I

MBA 502 - Leading Self, Others and Systems II

MBA 510 - Principles of Continuous Process Improvement and Quality Management

MBA 511 - Strategic Management of Information Resources and Systems

MBA 512 - Planning, Hiring and Deploying a Strategic Workforce  
MBA 520 - Principles of Organizational Financial Planning and Business Development  
MBA 521 – Strategic Business Financial Management and Control I  
MBA 522 – Strategic Business Financial Management and Control II  
MBA 530 - A Systems Approach to Strategic Planning and Strategy Development  
MBA 531 - Capstone I - Creating Strategic Responses to Business Challenges and Opportunities I  
MBA 532 - Capstone II - Creating Strategic Responses to Business Challenges and Opportunities II

## MASTER OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN INFORMATION SECURITY

Conventional computer science and information systems programs provide a foundation and knowledge of computer architecture, programming, and networking. It is increasingly necessary for programs to also focus on Information Security within the context of complex business systems and operations. An Information Security graduate must balance information availability with information security at a time when there is a vast amount of data being collected and stored electronically. Graduates must be prepared to assess and manage risk by identifying security threats and vulnerabilities, and then designing and implementing appropriate safeguards and controls.

Employers seek MBA graduates who understand the “big picture” of business and can make information security decisions with an understanding of the needs of the complete business enterprise, as well as its customers, suppliers and other stakeholders. Businesses also demand highly ethical graduates for mission-critical areas like Information Security. Graduates will help employers protect their reputations and achieve a balance of profit, people and planet with sustainable business practices.

### **Mission and Vision of the College of Business and Management:**

- *Our mission is to prepare adaptive business leaders for the 21st Century shaped by a Franciscan moral worldview who balance people, planet, and profit in service to a greater good. Our graduates use their innovative, global, cross-cultural, collaborative, and critical thinking abilities to advance corporate social responsibility and sustainability.*
- *Our vision is to become the best choice business school in the Midwest, known for innovative best practices, where the student experience forms the basis for all decision-making.*

### **The MBA-Information Security Graduate will be able to:**

1. Develop the capacity for adaptive and innovative leadership strategies.
2. Create sustainable organizational structures, systems, and processes that produce high quality business solutions and ethical business decisions.
3. Evaluate and synthesize research, business analytics, and data analyses to make informed and effective data driven business decisions.
4. Design critical thinking strategies to successfully manage complex local and international relationships within diverse populations, corporations, and organizations.
5. Evaluate and apply effective communication strategies for internal and external stakeholders across cultural and geographical boundaries.
6. Create continuous improvement through teamwork, innovation, and pragmatic responses to business challenges and opportunities.
7. Create Information security strategies that align ethics, social responsibility and civic engagement to support people, planet, and profit in local and global communities.
8. Design information security systems and business practices in compliance with applicable laws and regulations that ensure the privacy, confidentiality, and integrity of business information and communications.
9. Assess and manage risk in information security systems by identifying security threats, vulnerabilities, and economic consequences and implementing safeguards and controls.

The MBA with a concentration in Information Security is designed to align with industry standards for Information Security best practices. The National Institute of Standards and Technology (NIST) established 33 technical standards that represent industry best practices. The MBA Concentration in Information Security provides high-level knowledge to assist students in planning and designing security systems that are consistent with these industry standards.

The MBA with a concentration in Information Security degree program in the College of Business and Management is accredited by the Accreditation Council for Collegiate Business Schools and Programs (ACBSP), a specialized business program recognition whose standards are based on the Malcolm Baldrige Quality Program Criteria. A student who graduates with an

MBA degree from Cardinal Stritch University will have the proficiencies and confidence needed to advance their careers and assume the duties of middle-and upper-level managers and become successful business leaders.

## **PROGRAM CURRICULUM**

### **Master of Business Administration with a concentration in Information Security**

MBA 500 – Graduate Success Seminar

MBA 515 - Introduction to Information Security Governance & Risk Analysis

MBA 516 - Information Security in Practice: Risk Policy and Incident Management

MBA 501 - Leading Self, Others and Systems I

MBA 502 - Leading Self, Others and Systems II

MBA 517 – Information Security Program Development

MBA 520 - Principles of Organizational Financial Planning and Business Development

MBA 521 – Strategic Business Financial Management and Control I

MBA 522 – Strategic Business Financial Management and Control II

MBA 535 – Information Security Program Management and Compliance

MBA 531 - Capstone I - Creating Strategic Responses to Business Challenges and Opportunities I

MBA 532 - Capstone II - Creating Strategic Responses to Business Challenges and Opportunities II

## **COURSE DESCRIPTIONS**

### **CMB 502 Managing and Leading a Dynamic Enterprise**

**(4 Cr.)**

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

### **CMB 504 Legal and Ethical Issues for Managers**

**(3 Cr.)**

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

### **CMB 507 Advanced Managerial Economics**

**(3 Cr.)**

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

### **CMB 508 Advanced Marketing Management**

**(3 Cr.)**

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

### **CMB 509 Advanced Managerial Accounting**

**(3 Cr.)**

This course involves the analysis, use, and design of internal accounting systems. Students will learn how these systems are used for decision making, control, and motivating people in organizations. Prerequisite: ASB 205 or equivalent.

### **CMB 510 Human Relations and Organizational Behavior**

**(3 Cr.)**

This course focuses on organizational conflicts that impede management effectiveness and explores solutions to these problems. It examines classical and contemporary organizational theories as background for the applied management material.

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

**CMB 511 Quantitative Analysis for Management  
(3 Cr.)**

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

**CMB 513 Advanced Managerial Finance  
(3 Cr.)**

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

**CMB 525 Operations Management  
(3 Cr.)**

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

**CMB 526 Statistical Methods II  
(3 Cr.)**

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

**CMB 533 Human Resource Strategies  
(3 Cr.)**

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

**CMB 544 Global Business Policy and Strategy  
(3 Cr.)**

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

**CMB 620 Ethics and Social Responsibility for Business Leaders  
(3 Cr.)**

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

**CMB 621 International Financial Management  
(3 Cr.)**

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



**CMB 622 Cultural Environment of Global Business****(3 Cr.)**

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

**CMB 624 Global Human Resource Management****(3 Cr.)**

This course covers the unique feature of managing human resources in international enterprises. Students will examine the challenges of recruitment, selection, training, and managing performance in an international setting.

**CMB 625 International Business Law****(3 Cr.)**

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

**CMB 626 International Economics****(3 Cr.)**

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

**CMB 630 Legal Issues for Managers****(3 Cr.)**

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

**CMB 634 Managing Organizational Behavior****(3 Cr.)**

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

**CMB 636 Advanced Management of Information Technology****(3 Cr.)**

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

**CMB 639 Capstone: Advanced Business Policy and Strategy****(3 Cr.)**

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

**CMB 640 Legal, Ethical and Regulatory Issues for Healthcare Administrators****(3 Cr.)**

This course provides an overview of the American Legal system with a focus on health care providers as legal entities. It includes government regulations as they apply to health care services. Contemporary topics discussed are the legal and ethical



obligations to provide services and care, medical malpractice, HIPAA privacy rules, Medicare and Medicaid, regulatory issues related to government payment programs, and third-party payer impact.

### **CMB 642 Managing Human Resources in Healthcare**

**(3 Cr.)**

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

### **CMB 644 Healthcare Information Management**

**(3 Cr.)**

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

### **CMB 646 Quality, Safety, and Outcomes Management in Healthcare**

**(3 Cr.)**

This course covers quality management principles and theories and applies them to the healthcare environment. Focusing on managing healthcare quality, safety, and outcomes, the course emphasizes the use of tools and techniques to manage and lead quality improvements and drive successful clinical outcomes.

### **CMB 649 Capstone: Health Care Strategy**

**(4 Cr.)**

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

### **CMB 659 Capstone: Global Business Policy and Strategy**

**(3 Cr.)**

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

### **MBA 500 Graduate Success Seminar**

**(3 Cr.)**

This course provides an introduction to the MBA program at Cardinal Stritch University. Students in this graduate success seminar are introduced to the MBA themes of: the global, cross-cultural, and ethical context in business; the business case for leading organizations that value people, planet and profit; and seeing and responding to the "big picture" in new, innovative, and adaptive ways. Course content will impart a greater appreciation for self-management, self-assessment, graduate-level research and writing, and overall preparation for success in your degree, career, and life. A deeper and more meaningful understanding of Franciscan values also is emphasized through teamwork, service, and reflection, to build adaptive leadership skills and raise corporate consciousness to balance people, planet and profit.

### **MBA 501 Leading Self, Others, and Systems I**

**(3 Cr.)**

The path to becoming an adaptive business leader begins with listening to yourself and others. What is the moral compass that will guide your leadership efforts? How will you align your actions with your values and sense of purpose? In this foundational leadership course, students will explore their worldview and how to communicate their perspective with others in their local and global communities. Students will frame personal exploration within an understanding of leadership theory, technical versus adaptive change, and an investigation of effective leadership that incorporates social responsibility and civic

engagement. At the end of this course, students will be challenged to become business leaders who understand the balance of people, planet and profit in service to a greater good.

### **MBA 502 Leading Self, Others and Systems II**

**(3 Cr.)**

Equipped with the knowledge of leadership theory and their own moral leadership platform, the next challenge is for students to explore how their foundational principles relate to others and systems. In this course students will build upon their understanding of technical and adaptive change by learning how to create an organizational culture that nurtures innovation and creativity. In order to structure businesses for successful continuous improvement, students also will explore how leaders effectively communicate a vision and why understanding organizations as systems is fundamental to spearheading transformational strategies. Through this course, students will first learn how to assess an organization's capacity for change, and then design a change management plan that employs adaptive leadership strategies and positions an organization for sustainable and generative success.

### **MBA 507 Advanced Managerial Economics**

**(3 Cr.)**

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

### **MBA 508 Advanced Marketing Management**

**(3 Cr.)**

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

### **MBA 510 Principles of Continuous Process Improvement and Quality Management**

**(3 Cr.)**

This course will link the concepts of qualitative and quantitative process tools to reactive and proactive process actions. Included will be an analysis of the use of process tools in a global business environment across varying organizational cultures. In addition, the focus will be on how to properly communicate the output associated with continuous process improvements and quality management to senior-level leadership of organizations.

### **MBA 511 Strategic Management of Information Resources and Systems**

**(3 Cr.)**

The increasing demand for information from businesses and consumers drives the economy and necessitates that future business leaders obtain the skills needed to develop an information network that supports the needs of the consumer and promotes the goals of the organization. This learning experience will enhance skills in strategic management of information technologies and systems, maintaining data integrity and security through risk identification, risk management, and business continuity planning. It also will explore appropriate uses of data management, data mining, and data use for strategic and competitive advantage.

### **MBA 512 Planning, Hiring and Deploying a Strategic Workforce**

**(3 Cr.)**

In planning, hiring, and deploying a strategic workforce, future business leaders will face the need to cultivate effective processes and workflows that foster the recruitment, development, and management of talent geared toward organizational success. This learning experience reinforces the importance of creating a culture of inclusion and transparency; aligning people, systems and structure with the mission, values, and strategic goals of the organization; and reinforcing those values and goals through appropriate compensation, rewards, and recognition.

### **MBA 515 Introduction to Information Security Governance and Risk Analysis**

**(3 Cr.)**

This course introduces the basic principles of information security governance and risk analysis. Students will examine and discuss aligning information security strategy with business goals and objectives while managing information risk to an acceptable level. The focus is on providing the necessary knowledge base in information security including information security roles, responsibilities and reporting channels.

### **MBA 516 Information Security in Practice: Risk Policy and Incident Management**

**(3 Cr.)**

This course builds on the material in the introductory course and includes a detailed study of intrusion detection, security architecture, malicious software detection, removal, and recovery. Activities include comparing and contrasting different approaches to information security architecture and policies. Students will recommend response options to manage risk based on the assessment of security vulnerabilities and threats.

**MBA 517 Information Security Program Development****(3 Cr.)**

This course encompasses a detailed examination and analysis of information security program development. Building on the knowledge base from the first two classes, students will demonstrate the ability to architect an information security program including a suite of secure software solutions specific to a particular business area. The student will be able to recommend techniques and policies to ensure remote access, network and workstation security.

**MBA 520 Principles of Organizational Financial Planning and Business Development****(3 Cr.)**

Students will evaluate the global financial, economic, and competitive context for business strategies and operation and determine the influence of global laws, regulations, and organizations on financial planning and business development. During this course students will analyze the relationship among finance, economics, and marketing in organizational development. Students also will assess the balance of organizational responsibility and social accountability. This course will help students develop strategies to create an organizational culture of strategic measurement and data-driven decision making.

**MBA 521 Strategic Business Financial Management and Control I****(3 Cr.)**

During this course students will assess the role of financial and managerial accounting in business decisions and evaluate quantitative analysis techniques that support informed business decision-making in a global business environment. Students will predict outcomes of business decisions based on research and data analysis and evaluate different sources of capital for business and strategies of organizational financing in a global and cross-cultural context.

**MBA 522 Strategic Business Financial Management and Control II****(3 Cr.)**

During this course students will assess the role of financial and managerial accounting in business decisions and evaluate quantitative analysis techniques that support informed business decision-making in a global business environment. Students will predict outcomes of business decisions based on research and data analysis and evaluate different sources of capital for business and strategies of organizational financing in a global and cross-cultural context.

**MBA 530 A Systems Approach to Strategic Planning and Strategy Development****(3 Cr.)**

The course will link the concepts of strategic planning and management to organizational leadership and the supply chain and related value operations of organizations. Critical elements will include definitions of value, stakeholder definition and integration; mission statement, and organizational vision and values development. Additional work will surround sustainable tools for assessment and development of the internal and external environment. Strategy development, financial analysis and integration of strategic metrics will be assessed and developed. Finally, students will examine the dynamics of leadership and change management through strategic operations and choices.

**MBA 531 Capstone I - Creating Strategic Response to Business Challenges and Opportunities I****(3 Cr.)**

Students will select an organization (privately held or publicly traded, for-profit or not-for-profit) in which they have a special interest. The organization will be the basis of the Capstone Research Product, a paper intended to integrate what students have learned in prior courses and in the students' employment experiences.

**MBA 532 Capstone II - Creating Strategic Response to Business Challenges and Opportunities II****(3 Cr.)**

During the first capstone course, students selected an organization (privately held or publicly traded, for-profit or not-for-profit) in which they had a special interest. The organization is the basis of the Capstone Research Product, a paper intended to integrate what the students have learned in prior courses and in the students' employment experiences.

**MBA 535 Information Security Program Management and Compliance****(3 Cr.)**

In this course, the students will examine laws and regulations relating to data privacy and security in several relevant business areas including healthcare, banking, finance, and education. As a continuation of information security plan development,

students will analyze organizational practices for information security plan and reputation management. The course highlights the integration of information security risk management with other information technology business processes.

# MASTER OF SCIENCE IN MANAGEMENT

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

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

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

## PROGRAM CURRICULUM

MGT 500 Graduate Success Seminar  
MGT 534 Managing and Motivating Teams  
MGT 574 Ethical Issues and Social Responsibility  
MGT 545 Managing Change  
MGT 540 Managing Technology for Organizations  
MGT 547 Intrapreneurship  
MGT 505 Advanced Management and Leadership  
MGT 532 Advanced Human Resource Management  
MGT 535 Advanced Organizational Behavior  
MGT 562 Accounting and Finance for Non-Financial Managers  
Capstone: Strategic Management for Organizations I  
Capstone: Strategic Management for Organizations II

## COURSE DESCRIPTIONS

### **MGT 500 Graduate Success Seminar (3 Cr.)**

This course provides an introduction to the MSM Program at Cardinal Stritch University. Students in this graduate success seminar are introduced to the MBA themes of: the global, cross-cultural, and ethical context in business; the business case for leading organizations that value people, planet and profit; and seeing and responding to the "big picture" in new, innovative, and adaptive ways. Content imparts a greater appreciation for self-management, self-assessment, graduate-level research and writing, and overall preparation for success in your degree, career, and life. A deeper and more meaningful understanding of Franciscan values is also emphasized through teamwork, service, and reflection, to build adaptive leadership skills and raise corporate consciousness to balance people, planet and profit.

### **MGT 505 Advanced Management and Leadership (4 Cr.)**

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

### **MGT 521 Strategic Business Financial Management and Control I (3 Cr.)**

During this course students will assess the role of financial and managerial accounting in business decisions and evaluate quantitative analysis techniques that support informed business decision-making in a global business environment. Students

will predict outcomes of business decisions based on research and data analysis and evaluate different sources of capital for business and strategies of organizational financing in a global and cross-cultural context.

**MGT 528 Statistical Analysis for Managers**

**(3 Cr.)**

The emphasis in this course is on statistical and research methods as they apply to management problems and decisions. Students will learn statistical tools and how to use and analyze appropriate data to promote quality effectiveness. Prerequisite: ADM 321 or equivalent.

**MGT 532 Advanced Human Resource Management**

**(3 Cr.)**

This course presents a systematic framework for understanding the human resource management functions within an organization. The students will get an overview of human resource management and examine how its functions relate to improving productivity and quality in order to meet organizational objectives and competitive challenges.

**MGT 534 Managing and Motivating Teams**

**(3 Cr.)**

In this course, students learn about team dynamics and how to manage and motivate teams and team members. Students learn how interpersonal, management, and conflict resolution skills are beneficial to solving problems, making decisions, and completing projects.

**MGT 535 Advanced Organizational Behavior**

**(3 Cr.)**

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

**MGT 540 Managing Technology for Organizations**

**(3 Cr.)**

This course enables students to develop the skills and concepts needed to achieve organizational goals using the management of technology and the information it generates. The course focuses on how information technology enables organizations to operate in more effective and efficient ways.

**MGT 545 Managing Change**

**(3 Cr.)**

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

**MGT 547 Intrapreneurship**

**(3 Cr.)**

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

**MGT 562 Accounting and Finance for Non-Financial Managers**

**(3 Cr.)**

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

**MGT 574 Ethical Issues and Social Responsibility**

**(3 Cr.)**

In this course, students learn about the ethical and social responsibilities necessary for managing in today's environment. By examining ethical and social issues that they encounter as managers, students learn to identify common patterns of success and failure related to the ethical and social behaviors of organizations.

**MGT 584 Capstone: Strategic Management for Organizations**

**(3 Cr.)**

Corporate and organizational leaders design strategic organizational management processes to deal effectively with change. Using case analysis, SWOT analysis and policy analysis and design, students will investigate how these processes promote ideal organizational positioning in a world of change. Based on the formulation of mission and vision statements, students will examine the impact of organizational culture and strategic planning and management to determine how these elements affect the achievement of the organization's strategic objectives. In addition, students will investigate a problem in the workplace and apply techniques and methodologies learned in previous course work to investigate possible solutions. The students will present their research, analysis, and recommendations in the form of a significant paper and oral defense. Prerequisite: Completion of all other MSM course work.



# COLLEGE OF EDUCATION AND LEADERSHIP

# College of Education and Leadership

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

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

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

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

## MISSION STATEMENT

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

## VISION

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

## CONCEPTUAL FRAMEWORK

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

## FOCUS

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

### TEACHERS

#### **Teachers know the subjects they are teaching.**

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

#### **Teachers know how children grow and can provide appropriate instruction.**

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

#### **Teachers understand that children learn differently and can meet their diverse needs.**

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

#### **Teachers know how to teach and use a variety of strategies including technology.**

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

#### **Teachers know how to manage a classroom.**

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

#### **Teachers communicate well.**

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

**Teachers plan different kinds of lessons.**

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

**Teachers know how to assess student progress.**

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

**Teachers evaluate their effectiveness and seek opportunities to grow professionally.**

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

**Teachers are connected with other teachers and the community and behave in a professional manner.**

Wisconsin Teacher Standard Ten – The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

## **ADMINISTRATORS**

**Administrators are competent in the ten teacher standards.**

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

**Administrators implement a vision of learning that is shared by the school community.**

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

**Administrators nurture a school culture and instructional program that promotes student learning and staff professional growth.**

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

**Administrators maintain a safe, efficient and effective learning environment.**

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

**Administrators collaborate with families and community members.**

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

**Administrators act in a professional and ethical manner.**

Wisconsin Administrator Standard Six – The administrator acts with integrity, fairness, and in an ethical manner.

**Administrators respond to all contexts that affect schooling.**

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

## **21<sup>ST</sup> CENTURY STUDENT OUTCOMES**

### **Core Subjects and 21st Century Themes**

This outcome relates to global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.

### **Learning and Innovation Skills**

This outcome focuses on thinking creativity and innovation; critical thinking and problem solving; and communication and collaboration.

### **Information, Media, and Technology Skills**

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

## Life and Career Skills

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

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

## TEACHER CANDIDATE BACKGROUND CHECKS

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

## DEGREE REQUIREMENTS

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

## APPLYING FOR GRADUATION

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

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

## PRACTICUM AND RESEARCH OPPORTUNITIES:

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

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

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

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

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

**The Academy for Teaching Excellence** is designed to provide quality graduate-level, professional development programming and services, designed to assist school district and organization strategic planning initiatives. The Academy

provides direct access to the knowledge, expertise, and research of the faculty and staff in the College of Education and Leadership.

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

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

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

# DIRECTOR OF SPECIAL EDUCATION AND PUPIL SERVICES

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

## ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:

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

## REQUIREMENTS

EDU 595 Legal Aspects of Pupil Services and Special Education

EDU 596 Meeting the Needs of Diverse Learners

EDU 597 Leadership and Administration of Pupil Services and Special Education

## PROGRAM COMPLETION REQUIREMENTS

To qualify for this additional certification students must:

- Complete required coursework with a minimum cumulative grade point average of 3.0 with no individual course or applied grades below a "C."
- Satisfactorily complete a Leadership Portfolio aligned with the Wisconsin Administrator Standards.
- Satisfactorily complete a 30-hour practicum.

# MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP

The Master of Science (M.S.) in Educational Leadership program is designed for educators who seek to develop their capacity to serve in formal or informal leadership roles in schools. The degree leads to Wisconsin licensure as Principal (#51) and Director of Instruction (#10). Educators not interested in formal administrative positions but who are interested in other leadership roles such as site council member, grade-level coordinator or department chair will also benefit from the program.

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

During the 31-credit program, students accrue practicum hours that are aligned with the Wisconsin Administrator Standards. Practicum oversight is provided by the University Supervisor and the School-Based Supervisor. Students complete a research strand project. Students also complete a leadership portfolio as part of administrator licensure requirements.

## PROGRAM FORMAT

The program is offered in an accelerated cohort format at on- and off-campus locations, as well as online. The degree can be completed in 18-20 months, with classes one night a week plus 4-hour study-team meetings in between classes for our blended program. The online program does not require outside study team meetings.

## DEGREE REQUIREMENTS

EDU 571 Introduction to Leadership  
EDU 573 Leading Complex Systems  
EDU 575 Leading Beyond Organizational Improvement  
EDU 588 Leading in a Culture of Continuous Improvement  
EDU 606 Research Strand I  
EDU 576 Leadership in Planning, Facilitating and Assessing Learning  
EDU 580 Developing, Supervising & Evaluating Staff  
EDU 607 Research Strand II  
EDU 583 Legal and Financial Leadership  
EDU 608 Research Strand III  
EDU 586 Analysis of System Leadership

## ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:

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

## GRADUATION REQUIREMENTS

To qualify for graduation from this program, students must:

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

## CERTIFICATION INFORMATION

After students have met all requirements to complete the program, they can apply for their #10 and #51 license online through the Wisconsin DPI Web site.



# MASTER OF ARTS IN INCLUSIVE EDUCATION

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

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

## PROGRAM FORMAT

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

Upon completion of the MAIE certification coursework, teacher candidates earn dual licensure in Middle Childhood-Early Adolescence Regular Education and Middle Childhood-Early Adolescence Cross Categorical Special Education or Middle Childhood-Early Adolescence Regular Education and Early Adolescence-Adolescence Cross Categorical Special Education. DPI approved concentrations under Cross Categorical Special Education include Emotional/Behavioral Disorders, Cognitive Disability and Specific Learning Disabilities.

## PROGRAM REQUIREMENTS

EMA 500 Elementary/Middle Seminar I  
EMA 511 Elementary/Middle School Fundamentals of Instruction and Assessment  
EMA 523 Elementary/Middle School Theories of Literacy & Learning  
EMA 530 EC-MC & MC-EA Field Experience I  
EMA 535 Classroom Management & Cultural Diversity  
EMA 541 Elementary Middle Content Methods  
EMA 550 Elementary/Middle Benchmark/Portfolio I  
EMA 551 Advanced Elementary/Middle Methods  
EMA 575 Advanced Elementary/Middle Classroom Management  
EMA 563 Advanced Elementary/Middle Literacy and Learning  
INED 510 Field Experience II  
INED 520 Field Experience III  
INED 534 Autism/Communication Strategies for Individuals with Disabilities  
INED 536 Individual Education Plans  
MUE 525 Supporting Individual Student Needs  
MUE 545 Supporting Students in the School Environment  
MUE 555 Collaborating with Families and Communities  
MUE 565 Formal and Informal Assessment  
EMA 580 MC-EA Seminar II  
EMA 581 MC-EA Benchmark/Portfolio II  
INED 592 Student Teaching Inclusive Education MC-EA  
EMA 604 Professional Development Seminar

Following student teaching and employment as a classroom teacher, an eight-credit sequence of courses completes the degree requirements. These courses contain the research and thesis component of the degree:

## **ADMISSION REQUIREMENTS**

### **Certification Program**

- A bachelor's degree from a regionally-accredited college or university
- A GPA of 2.75 on a 4.0 scale (conditional acceptance may be granted)
- Two Attitude and Disposition questionnaires on the approved university forms.
- A personal essay, not more than two pages in length, outlining students' reasons for seeking teacher certification, life experiences that may have affected this career choice, and the level of commitment students are willing to make to a master's degree program.
- Passing scores on the three sections of the Praxis Core Academic Skills for Educators tests. A passing score within the past 5 years on the ACT, SAT or GRE can be accepted in place of the Praxis Core. See the Master of Arts in Inclusive Education program handbook for detailed score information.

*No exceptions are made to this requirement. Students may retake test sections as many times as necessary to achieve a passing score.*

## **GRADUATION REQUIREMENTS**

To qualify for graduation from this program, candidates must:

- Complete all required coursework with a 3.0 overall grade point average with no grade lower than a B-
- Complete and earn at least a 'proficient' rating in student teaching practicum
- Complete and earn at least a 'pass' on portfolio I,II,III,IV
- Complete all requirements for the master's degree within seven consecutive academic years (MA option)
- Obtain recommendation for graduation from the program chair

## **CERTIFICATION INFORMATION**

- Teacher candidates must pass the appropriate Praxis II test (as defined by the Wisconsin Department of Public Instruction) to qualify for student teaching and certification.
- Teacher candidates pursuing certification in Middle Childhood-Early Adolescence Regular Education and Middle Childhood-Early Adolescence Cross Categorical Special Education must pass the Foundations of Reading Test to qualify for student teaching and certification.
- Teacher candidates must pass the appropriate edTPA assessment during their student teaching experience to qualify for certification.

## READING TEACHER CERTIFICATION (316) (20 credits)

## MASTER OF ARTS IN LANGUAGE AND LITERACY (additional 10 credits)

## READING SPECIALIST LICENSE (17) (Master's degree plus 3 credits)

The 316 Reading Teacher (K-12) Certification is a graduate-level program offered through the Department of Language and Literacy. The coursework for the Reading Teacher certification is intended to prepare teachers to provide focused and intensive instruction for small groups of children, especially those who struggle with literacy development in grades K-12. Teachers can immediately apply the knowledge and skills gained from their coursework to their present classroom situations.

### PROGRAM THEMES

- Consideration of the unique academic, cultural, linguistic, socio-economic backgrounds that students bring to their learning when teachers are planning, instructing and assessing in the classroom.
- Focus on language as the tool that teachers use to instruct and that children use to convey their understandings of the world, as well as the content of learning.
- Consistent use of research to inform practice.
- Analytic and developmental view for determining and providing literacy instruction

### ADMISSION REQUIREMENTS

To qualify for admission to the Reading Teacher program, students must have:

- A bachelor's degree from a regionally-accredited college or university.
- A GPA of 2.75 on a 4.0 scale (probational acceptance may be granted).
- A photocopy of a teaching license
- Two [attitude and disposition questionnaires](#), one completed by your building principal or department leader, and one completed by another individual who can comment on your professional leadership abilities.
- Access to struggling readers
- Applicants educated outside of the U.S. must follow academic admission procedures relating to English ability and credential evaluation described on the [International Admissions webpage](#).

### COURSEWORK

New students are accepted in the program each semester. The courses may be completed in any order, except for the practicum course which is always the last course in the 316 program. The following courses comprise the 316 certification program:

- RL 560 -- Language, Literacy, and Learning (4 credits)
- RL 561 -- Language, Literacy and Learning Within and Across the Disciplines (4 credits)
- RL 562 -- The Assessment and Instruction of Reading and Writers (4 credits)
- RL 563 -- Meeting the Literacy Needs of Students at the Advanced and Developing Stages (4 credits)
- RL 565: Practicum (4 credits) – This is the final course in your program. It will be an internship in one or more of our literacy centers.

### LITERACY CENTER OBSERVATION

For each course, approximately 5 hours of Literacy Center observation and application is required. These learning opportunities will be completed outside of scheduled class time. Scheduling and locations are flexible - Students will be responsible for making their own arrangements.

### READING TEACHER CERTIFICATION REQUIREMENT: FOUNDATIONS OF READING TEST

Any individual applying as of January 1<sup>st</sup>, 2014 for an initial license as a 316 Reading Teacher or 17 Reading Teacher Specialist is required to take and pass the *Wisconsin Reading Foundations Test*. Passing score is 240.

### MASTER OF ARTS DEGREE IN LITERACY

All credits earned upon completion of 316 coursework directly apply toward a Master of Arts Degree in Literacy. An additional 10 credits are required for the master degree. The following courses are required for the Master of Arts Degree in Literacy degree:

- Statistics and Introduction to Research (4 credits)
- Supervision (4 credits)
- Action Research (2 credits)

### **Graduation Requirements:**

To qualify for graduation from this program, candidates must:

- Successfully complete certification requirements associated with initial teacher licensure
- Complete required master degree coursework with a 3.0 overall grade point average on a 4.0 scale with no individual grade below a "C."
- Obtain recommendation for graduation from the program chair
- Successfully complete and present an action research project

### **READING SPECIALIST LICENSE (17)**

Upon completion of the Master Degree, a three credit course is offered for the Reading Specialist 17 licensure.

- Supervision of K-12 Literacy Programs (3 credits)

# MASTER OF ARTS IN SPECIAL EDUCATION

The Master of Arts in Special Education program offers Wisconsin teachers an opportunity to add additional licensure in Cross-Categorical Special Education through an online cohort program. Certification may be earned at either the Middle Childhood to Early Adolescence (MC-EA) or the Early Adolescence to Adolescence (EA-A) level. DPI-approved concentrations under Cross Categorical Special Education include Emotional/Behavioral Disorders, Cognitive Disability and Specific Learning Disabilities.

The 28 graduate credits for the certification portion of the program can be completed in 18 months, including student teaching. The course curriculum is enhanced through fieldwork experiences conducted either in a student's current classroom (if it meets the requirements for student teaching) or in a Special Education classroom.

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

Candidates who have completed the 28 credits required for certification have the option of taking 8 additional credits to earn the Master of Arts in Special Education. These courses can also be completed online.

## PROGRAM FORMAT

INED 502 Special Education Curriculum & Methods I  
INED 504 Special Education Curriculum & Methods II  
INED 508 Individual Education Assessment & Diagnosis  
INED 520 Field Experience III  
INED 530 Behavior Interventions for Students with Special Needs  
INED 532 Transition  
INED 534 Autism/Communication Strategies for Individuals with Disabilities  
INED 536 Individual Education Plans  
INED 511 Early Literacy Development  
INED 512 Advanced Theories and Methods of Literacy  
SEDU 511 Early Literacy Development  
SEDU 520 Portfolio Seminar

One of the following student teaching courses:

SEDU 550 Student Teaching: Middle Childhood-Early Adolescence

SEDU 555 Student Teaching: Early Adolescence-Adolescence

SEDU 604 Professional Development Seminar

Following completion of the above certification requirements, an eight-credit sequence of courses completes the Master of Arts in Special Education degree requirements. These courses contain the research and thesis component of the degree:

CED 549 Technology Based Research Statistics

EDM 624 Action Research Methodology

EDM 634 Action Research Application

## ADMISSION REQUIREMENTS

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

## GRADUATION REQUIREMENTS

To qualify for graduation from this program, teachers must:

- Complete required coursework with a 3.0 overall grade point average with no grade lower than a B-
- Complete and earn at least a 'proficient' rating in student teaching practicum
- Complete and earn at least a 'pass' on the professional portfolio
- Complete all requirements for the Master's degree within seven consecutive academic years ~~(MA option)~~
- Obtain recommendation for graduation from the program chair

## **CERTIFICATION INFORMATION**

- Teacher Candidates must pass the appropriate Praxis II test (as defined by the Wisconsin Department of Public Instruction) to qualify for student teaching and certification.
- Teacher candidates pursuing certification in Middle Childhood-Early Adolescence Cross Categorical Special Education and Early Adolescence-Adolescence Cross Categorical Special Education must pass the Foundations of Reading Test to qualify for student teaching and certification.
- Teacher candidates must pass the appropriate edTPA assessment during their student teaching experience to qualify for certification.

# MASTER OF ARTS IN TEACHING

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

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

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

## PROGRAM FORMAT

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

An abbreviated program is available for licensed teachers who wish to extend licensure to a new area of certification. Contact the MAT department for more information.

### Master of Arts in Teaching Certification Areas

Early Childhood

Early Childhood - Middle Childhood

Middle Childhood - Early Adolescence (requires a minor)

Early Adolescence - Adolescence (requires a certifiable major)

Art Education (Early Childhood - Adolescence)

Foreign Language Education (Early Childhood - Adolescence)

Theater (Early Childhood - Adolescence)

Music (Early Childhood - Adolescence)

### Certifiable minors for Middle Childhood - Early Adolescence certification may be selected from the following academic areas:

Biology

Chemistry

Computer Science

English (Language Arts)

Environmental Studies

Foreign Language (French, Spanish)

History

Mathematics

Political Science

Physics

Science

Social Studies

Speech/Communications

Theater

### Certifiable majors for Early Adolescence-Adolescence certification may be selected from the following academic areas:

Biology

Broadfield Science

Broadfield Social Studies (DPI-approved concentrations include Economics, Geography, History, Political Science, Psychology



and Sociology)  
Chemistry  
Computer Science  
English  
Environmental Studies  
Foreign Language (French, Spanish)  
History  
Mathematics  
Physics  
Political Science  
Sociology

## **PROGRAM REQUIREMENTS**

### **Early Childhood-Middle Childhood & Middle Childhood-Early Adolescence certification**

38 credits are required for certification:

EMA 500 EC-MC & MC-EA Seminar I  
EMA 511 EC-MC & MC-EA Fundamentals of Instruction & Assessment  
EMA 523 PreK-Primary Theories of Literacy & Learning  
EMA 530 EC-MC & MC-EA Experience I  
EMA 535 EC-MC & MC-EA Classroom Management & Cultural Diversity  
EMA 541 Elementary Middle Content Methods  
EMA 550 EC-MC & MC-EA Portfolio I  
EMA 551 EC-MC & MC-EA Advanced Methods  
EMA 563 Upper Elementary/Middle Literacy & Learning  
EMA 570 EC-MC & MC-EA Field Experience II  
EMA 575 EC-MC & MC-EA Advanced Classroom Management  
EMA 580 EC-MC & MC-EA Seminar II  
EMA 581 EC-MC & MC-EA Portfolio II

One of the following student teaching courses:

EMA 591 Student Teaching: Early Childhood-Middle Childhood  
EMA 592 Student Teaching: Middle Childhood-Early Adolescence  
EMA 595 Student Teaching: Early Childhood-Middle Childhood & Middle Childhood Early Adolescence  
EMA 604 Professional Development Seminar

### **Early Adolescence-Adolescence certification & Early Childhood-Adolescence certification:**

38 credits are required for certification:

EMA 501 EA-A & EC-A Seminar I  
EMA 513 EA-A & EC-A Fundamentals of Instruction & Assessment  
EMA 525 Adolescent Literature & Learning with Multimedia Texts  
EMA 531 EA-A & EC-A Field Experience I  
EMA 536 EA-A & EC-A Classroom Management & Cultural Diversity  
EMA 548 Advanced Curriculum Planning in Specific Content Areas  
EMA 553 EA-A & EC-A Portfolio I  
EMA 554 EA-A & EC-A Methods, Assessment & Unit Writing  
EMA 566 Literacy & Learning in the Content Areas  
EMA 571 EA-A & EC-A Field Experience II  
EMA 576 EA-A & EC-A Advanced Classroom Management  
EMA 582 EA-A & EC-A Seminar II  
EMA 583 EA-A & EC-A Portfolio II

One of the following student teaching courses:

EMA 593 Student Teaching Early Adolescence-Adolescence  
EMA 596 Student Teaching: Early Childhood-Adolescence/Foreign Language  
EMA 597 Student Teaching: Early Childhood-Adolescence/Art  
EMA 598 Student Teaching: Early Childhood-Adolescence/Music  
EMA 604 Professional Development Seminar

Following student teaching and employment as a classroom teacher, an eight-credit sequence of courses completes the degree requirements. These courses contain the research and thesis component of the degree:

## **ADMISSION REQUIREMENTS**

To qualify for admission to graduate studies at Cardinal Stritch University, you must have:

- A bachelor's degree from a regionally-accredited college or university
- A grade point average of 2.75 on a 4.0 scale (conditional acceptance may be granted).

To gain full admission to the Master of Arts in Teaching program, you must also provide:

- Passing scores on the three sections of the Praxis Core Academic Skills for Educators test. A passing score within the past 5 years on the ACT, SAT or GRE can be accepted in place of the Praxis Core. See the Master of Arts in Teaching program handbook for detailed score information.

*No exceptions are made to this requirement. Students may retake test sections as many times as necessary to achieve a passing score.*

- Two Attitude and Disposition questionnaires on the approved MAT forms.
- A personal essay, not more than two pages in length, outlining candidates' reasons for seeking teacher certification, life experiences that may have affected this career choice, and the level of commitment candidates are willing to make to a master's degree program.

## **GRADUATION REQUIREMENTS**

To qualify for graduation from this program, candidates must:

- Complete master's coursework with a 3.0 overall grade point average on a 4.0 scale with no individual grade lower than a "B-"
- Complete and earn at least a 'proficient' rating in student teaching practicum
- Complete and earn at least a 'pass' on the portfolio I,II,III,IV
- Complete all requirements for the master's degree within seven consecutive academic years
- Obtain recommendation for graduation from the program chair

## **CERTIFICATION REQUIREMENTS**

- Teacher candidates must pass the appropriate Praxis II test (as defined by the Wisconsin Department of Public Instruction) to qualify for student teaching and certification.
- Teacher candidates pursuing certification at the Early Childhood, Early Childhood-Middle Childhood or Middle Childhood-Early Adolescence must pass the Foundations of Reading Test to qualify for student teaching and certification.
- Teacher candidates must pass the appropriate edTPA assessment during their student teaching experience to qualify for certification.

# MASTER OF ARTS IN URBAN EDUCATION

(includes optional bilingual certification)

The Master of Arts in Urban Education program is specifically designed for post-baccalaureate students who frequently bring previous experience from another career field, as well as those students who have a desire to teach in diverse settings, urban environments, and with underrepresented populations. The program has two possible tracks: initial teacher licensure in Early Childhood-Middle Childhood (birth-age 11) or initial teacher licensure in Middle Childhood-Early Adolescence (age 6-approx. 12-13). In addition, bilingual certification can be added with additional coursework and proof of language proficiency.

## PROGRAM FORMAT

Courses will follow the K-12 academic calendar. Full-time students can complete the initial certification portion of the program in two years with the option of earning a master's degree as well during that time.

For most of our students, field experiences and student teaching are completed on the job. If a student is not a teacher of record in a Milwaukee-area school, the University will place the student in an unpaid placement to complete the program requirements.

### General Education

MUE 500 Introduction to Special Education and Methods  
MUE 583 Assessment and Instruction in Social Studies/Science Methods  
MUE 502 Assessment and Instruction in Mathematics  
MUE 504 Assessment and Instruction in Fine Arts  
MUE 512 Language, Literacy, and Learning  
MUE 514 Literacy and Learning in the Upper Grade Levels  
MUE 530 Student Teaching in Urban Settings  
MUE 540 Seminar in Urban Education I  
MUE 542 Seminar in Urban Education II  
MUE 544 Seminar in Urban Education III

### General Education and Bilingual License

MUE 500 Introduction to Special Education and Methods  
MUE 583 Assessment and Instruction in Social Studies/Science Methods  
MUE 514 Literacy and Learning in the Upper Grade Levels  
MUE 512 Language, Literacy, and Learning  
MUE 594 Culture, Language and Education  
MUE 512 Literacy Development PK-3  
MUE 502 Assessment and Instruction in Mathematics  
MUE 542 Seminar in Urban Education II  
MUE 531 Student Teaching in the Bilingual Classroom  
MUE 504 Assessment and Instruction in Fine Arts  
MUE 540 Seminar in Urban Education I  
MUE 544 Seminar in Urban Education III  
MUE 596 Bilingual Methods and Assessment

For the Master's degree, the following additional courses must be completed:

- MUE 606 Introduction to Research
- MUE 620 Action Research
- MUE 590 History and Politics of Bilingual Education (bilingual program only)
- MUE 592 Applied Linguistics (bilingual program only)

## ADMISSIONS REQUIREMENTS

To qualify for admission to graduate studies at Cardinal Stritch University, candidates must have:

- A bachelor's degree from a regionally-accredited college or university
- A GPA of 2.75 on a 4.0 scale (conditional acceptance may be granted)
- Passing scores in all three sections of the Praxis Core (A passing score within the past 5 years on the ACT, SAT or GRE can be accepted in place of the Praxis Core. Please see the program handbook for detailed information regarding passing

scores) *No exceptions are made to this requirement. Students may retake test sections as many times as necessary to achieve a passing score.*

- Passing score on either the Praxis II: Elementary Content (for EC-MC: PK-6<sup>th</sup> grade certification level) OR the Praxis II: Middle School Content Knowledge Test (for MC-EA: 1-8 certification level).
- Access to classroom environment for at least 3.5 hours per day (either through current employment working under emergency licensure, as a paraprofessional or volunteer hours) and full-day access for one semester of student teaching.

To gain full admission to the Urban Educator Initial Certification program, candidates must also provide:

- Two attitude and disposition questionnaires
- A personal essay, not more than two pages in length, outlining candidates' reasons for seeking teacher certification, life experiences that may have affected this career choice, and why candidates would like to become an urban educator. For Teach for America applicants, in place of this essay, narratives submitted to Teach for America may be submitted.

## **CERTIFICATION REQUIREMENTS FOR INITIAL TEACHER LICENSURE**

To qualify for licensure from the Wisconsin Department of Public Instruction students must:

- Pass Praxis Core (A passing score within the past 5 years on the ACT, SAT or GRE can be accepted in place of the Praxis Core. Please see the program handbook for detailed information regarding passing scores)
- Praxis II (Elementary School Content) or Praxis II (Middle School Content) depending upon certification level during student teaching
- Pass the Wisconsin State Reading Foundations Test
- Complete and pass a semester of student teaching
- Successfully complete the Wisconsin Licensure Teacher Performance Assessment for students applying for licensure on or after August 2016
- Bilingual certification requires proof of language proficiency and completion of a bilingual portfolio

## **GRADUATION REQUIREMENTS**

To qualify for graduation from this program, candidates must:

- Successfully complete certification requirements associated with initial teacher licensure
- Complete master's coursework with a 3.0 overall grade point average on a 4.0 scale (with no individual grades lower than a B-)
- Obtain recommendation for graduation from the program chair
- Successfully complete and present an action research project

# MASTER OF ARTS IN URBAN SPECIAL EDUCATION

The Master of Arts in Urban Special Education is designed for students who want to obtain a Cross Categorical Special Education (#801) license. Certification may be earned at either the Middle Childhood to Early Adolescence (1-8<sup>th</sup> grade) or Early Adolescence to Adolescent level (6-12<sup>th</sup> grade). This is a post-baccalaureate program for individuals who desire to work with learners in special education programs in high-need schools. It has an urban focus that aims to prepare teachers to teach in culturally and linguistically diverse settings.

This program serves students recruited by Teach for America who work towards licensure while they serve as teachers of record within Milwaukee-area schools. The University also accepts students who are not affiliated with Teach for America, who might be interested in teaching in urban schools and want to earn a teaching license in the area of cross categorical special education at the middle or high school level. Students who are not affiliated with Teach for America can either obtain their own employment within a special education classroom while attending this program, or, if necessary, the University can place them in urban special education environments as they work to meet the requirements of the program.

Unique to this program is the assignment of a mentor to each teacher candidate throughout the duration of the program. The mentor supports teacher candidates within their classroom on a weekly basis and helps them navigate their role as a special education teacher as well as apply the content they are learning in their University courses.

## PROGRAM FORMAT

Coursework is offered in a supportive cohort model and follows the University semester. All of our courses are conveniently offered in the evening beginning at 5pm. Students attend class twice a week.

For most of our students, field experiences and student teaching are completed on the job. If a student is not a teacher of record in a Milwaukee-area school, the University will place the student in an unpaid placement to complete the program requirements.

Students earn their certification in two years with the option of earning a master's degree as well during that time.

## PROGRAM REQUIREMENTS

### Cross Categorical Special Education License

MUE 512 Language, Literacy, and Learning

MUE 515 Building Classroom Communities

MUE 513 Field Experiences in Special Education Settings

MUE 514 Literacy and Learning in the Upper Grade Levels

MUE 533 Field Experience II

MUE 502 Assessment and Instruction in Math

MUE 525 Supporting Individual Student Needs

MUE 583 Assessment and Instruction in Social Studies/Science

MUE 545 Supporting Students in the School Environment

MUE 565 Formal and Informal Assessment

MUE 555 Collaborating with Families and Communities

MUE 543 Student Teaching: Urban Special Education

In addition to the courses for licensure, for the master's degree, three additional courses must be completed:

MUE 549 Technology Based Statistics for Educators

MUE 606 Introduction to Research

MUE 620 Action Research

## ADMISSION REQUIREMENTS

To qualify for admission to this program, candidates must have:

- A Bachelor's degree from a regionally-accredited college or university
- A GPA of 2.75 on a 4.0 scale (conditional acceptance may be granted)
- Passing scores in all three sections of the Praxis Core (A passing score within the past 5 years on the ACT, SAT or GRE can be accepted in place of the Praxis Core. Please see the program handbook for detailed information regarding passing scores) *No exceptions are made to this requirement. Students may retake test sections as many times as necessary to achieve a passing score.*
- Passing score on the Praxis II: Middle School Content Knowledge Test (#5146)
- Two letters of recommendation

- A personal essay not more than two pages in length delineating reasons for seeking teacher certification, life experiences that may have affected this career choice, and the reasons candidates are interested in becoming an urban special educator. For Teach for America applicants, in place of this essay, narratives submitted to Teach for America may be submitted.

## **GRADUATION REQUIREMENTS**

To qualify for graduation from this program, candidates must:

- Complete master's coursework with a 3.0 overall grade point average on a 4.0 scale with no individual grade below a B-.
- Successfully complete the student teaching experience
- Successfully complete and present in writing and in an oral presentation case study research
- Satisfactorily complete all program requirements within seven consecutive academic years
- Obtain recommendation for graduation from the program chair

## **CERTIFICATION REQUIREMENTS**

To qualify for licensure from the Wisconsin Department of Public Instruction students must:

- Pass Praxis Core (A passing score within the past 5 years on the ACT, SAT or GRE can be accepted in place of the Praxis Core Please see the program handbook for detailed information regarding passing scores)
- Pass Praxis II (Middle School Content Knowledge Test (#5146))
- Complete and pass a semester of Student Teaching
- Successfully complete a professional portfolio
- Pass the Wisconsin State Reading Foundations Test
- Complete the Wisconsin Licensure Teacher Performance Assessment for students applying for licensure on or after August 2016

# COURSE DESCRIPTIONS FOR THE COLLEGE OF EDUCATION AND LEADERSHIP

## **Instructional Technology**

### **CED 549 Technology Based Research and Statistics**

**(3 Cr.)**

This course will help educators to read, understand and evaluate research. They will acquire knowledge of basic research design and guidelines for judging research quality. The course will provide an instruction to basic descriptive and inferential statistics. The emphasis will be on the roles such procedures play in interpreting research. The computer will be used to develop understanding of these statistics.

### **CEDO 501 Succeeding in Online Learning**

**(1 Cr.)**

This course focuses on current computer and Web-based tools and the development of skills needed to succeed in online learning. Even experienced computer users may not be aware of some of the new collaborative tools used in online learning. The intent of this course is to provide a common skill set and knowledge base for all members of the cohort. Prerequisite: Department approval.

### **CEDO 510 Computer Systems: How They Work**

**(3 Cr.)**

This course takes a conceptual and real-life tour of the inside of the modern computer. Students will study technical components, the structure and function and learn about the central processing unit, storage and communication. Topics include how do computers do their work and why they work the way they do. Current products and trends in computer technology are examined. The language of the machine itself is investigated. Prerequisite: Department approval or a working knowledge of programming.

### **CEDO 515 Using Productivity Tools Effectively**

**(3 Cr.)**

Everyone knows how to word process -- or do they? Research indicates that even a frequent user of one of today's sophisticated productivity applications (word processing, spreadsheet, presentation tools) uses only about 10% of the available features. The intent of this course is to help participants learn to use these tools on a significantly deeper level to become more efficient users and more effective communicators. Prerequisite: Department approval.

### **CEDO 520 Internet Resources**

**(2 Cr.)**

The Internet offers an array of services ranging from traditional services such as e-mail to current and emerging services such as engines, blogging, wiki and podcast hosting sites. Even very competent computer and Internet users are not always aware of the array of resources available to support learning, research and scholarly activities. The goal of this course is to develop awareness and understanding of these services, to reach proficiency in their use, and to learn to apply them wisely and effectively.

### **CEDO 525 Enhancing Learning Materials through Technology**

**(3 Cr.)**

Instructional technology has great potential to assist in learning. This course attempts to merge best practices in communication, technology and learning theory to produce instructional/training materials aligned to district, state and/or national standards while employing effective teaching and training techniques.

### **CEDO 530 Digital Storytelling**

**(3 Cr.)**

This course features the use of digital tools to improve communications and create powerful presentations. Students will learn to use a variety of audio, video and multimedia creation and authoring tools. There are a great many commonly available tools, some of which are free, that enable people to easily capture and integrate graphics along with audio and video elements into effective and attractive presentations.

### **CEDO 535 Facilitating Collaboration Using Web 2.0 Tools**

**(3 Cr.)**

Web 2.0 represents the transition of the World Wide Web from a collection of static websites to a full-fledged interactive computing platform serving web applications to end users. We will examine Web 2.0 tools that facilitate and integrate peer collaboration and communication. The World Wide Web appeared in 1991 and quickly grew into a worldwide information



resource. Its use was primarily static, however, in that users simply searched for and then retrieved information from websites where it had been posted. What characterizes Web 2.0 technologies is that they allow for more than just information retrieval. They are designed to allow the creation of new information while facilitating dynamic information sharing and collaboration. Furthermore, the information is digital in character and thus can include traditional textual information along with graphics, audio and video. Prerequisite: Department approval.

### **CEDO 540 Decision Making Using Data Collection**

**(3 Cr.)**

Today, using data is required throughout the educational and business communities to support decision making and to formulate projections and plan future directions. This course covers the fundamentals of technology-based data collection, analysis, and subsequent use of the results to support informed decision making. The course also addresses use of data resources and data collecting on the Internet.

### **CEDO 548 Teaching the 21st Century Learner**

**(3 Cr.)**

The world has changed exponentially in recent decades, and education must also change in order to develop students that can meet the challenges of the 21st century. In this course, participants will examine the need for a shift in education, describe and assess 21st century skills, apply the skills to their current professional setting, and make recommendations for change in order to transform learning to meet the demands of our evolving interdependent society.

### **CEDO 550 Facilitating Online Learning**

**(3 Cr.)**

Online teaching and learning is currently one of the fastest growing educational initiatives in the world. This course provides an overview of this phenomenon by exploring its evolution and current status. In this Web-based course, participants will actively use online tools, resources and best-practice strategies in both synchronous and asynchronous formats. Course activities address the needs and interests of both K-12 students and professional development trainers. Participants will develop foundational knowledge and basic skills essential to teaching and learning in this 21st century environment.

### **CEDO 551 Universal Design for Learning**

**(3 Cr.)**

"Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone-- not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." (Center on Accessible Instructional Materials)

Students will research the origins, core theoretical framework, and application of Universal Design for Learning. Students will examine the impact of UDL on curriculum development, analyze effective implementation of UDL strategies, develop and modify instruction based on UDL, and discuss why and how it should be used in the classroom.

### **CEDO 552 Project-based Learning and STEM**

**(3 Cr.)**

This web-based course allows students to experience the collaborative, engaging world of Project-based Learning and STEM. Students will explore real-world issues and solve authentic problems using digital tools and resources, providing relevance for learning. Students will discover how project-based techniques can motivate learners through active participation in problem-solving, ideas, communication, and creative innovation.

### **CEDO 553 Facilitating Learning with Technology**

**(3 Cr.)**

This course is designed as an introduction to educational and instructional technology (-ies). The course will examine the intersections between technology, classroom learning, instructional design, and curriculum development. Although the course will not be using specific platforms and/or tools, students will have the opportunity to select from a range of technologies and tools to complete course projects. This course is designed to give students a basic knowledge and understanding of instructional technologies as well as practice applying these understandings to actual classroom practice and respond to the needs of an ever-changing academic environment. As this is an accelerated 7-week, 3-credit class, students should expect to devote at least 15-20 hours per week to the course (including synchronous meetings, readings, activities, and assignments).

### **CEDO 555 Professional Portfolio Experience**

**(3 Cr.)**

Using Web 2.0 materials, participants will develop a portfolio designed to demonstrate both knowledge of instructional technologies and mastery of their effective use. The portfolio is developed and housed online to facilitate updating and

demonstrate continuous growth and improvement in the professional career. The portfolio developed in this course will be updated at the end of the program as the final exit option.

### **CEDO 565 Leadership and Planning**

**(3 Cr.)**

Effective leadership today often incorporates a component of technology leadership in that leaders often need to implement new technology and guide its effective use. Thus it is essential that leaders understand how technology can transform schools, businesses and organizations of all kinds. This course explores strategies that a leader may use to create a vision and move that vision to reality.

### **CEDO 599 Culminating Experience: Digital Futures-Emerging Instructional Technologies**

**(2 Cr.)**

This capstone course is designed to examine emerging instructional technologies. It identifies and examines possible technology futures and trends. Students will explore the latest cutting-edge technologies, how they may be applied, and their potential impact on education, business and life.

### **CEDU 549 Technology Based Research and Statistics**

**(3 Cr.)**

This course helps educators to read, understand and evaluate research. They will acquire knowledge of basic research design and guidelines for judging research quality. The course provides an instruction to basic descriptive and inferential statistics. The emphasis is on the roles such procedures play in interpreting research. The computer will be used to develop understanding of these statistics.

## **Mathematics (MT)**

### **MT 501 Topics in Mathematics Content**

**(3 Cr.)**

Mathematical topics of current interest are the focus of this class. Prerequisite: Departmental approval.

### **MT 522 Geometry**

**(3 Cr.)**

This one-semester introduction to Euclidean and non-Euclidean geometries serves as an introduction to mathematical proof. Through an exploration of properties of plane geometry and Euclid's Postulates, students will develop skill in logical mathematical reasoning, and learn to develop good mathematical proofs. The importance of axiomatic reasoning is developed through experiences with some non-Euclidean geometries. While not a teaching methods course, practical ways to implement geometry into the middle/high school curriculum will be modeled through the use of dynamic geometry software. Also listed under MT 320. Prerequisite: Strong background in algebra (college algebra or equivalent) and departmental approval.

### **MT 540 Mathematical Modeling**

**(3 Cr.)**

Mathematical modeling is a mathematical tool for solving real-world problems. In this course, students study a problem-solving process. They learn how to identify a problem, construct or select appropriate models, figure out what data needs to be collected, test the validity of a model, calculate solutions, and implement the model. Emphasis lies on model construction in order to promote student creativity and demonstrate the link between theoretical mathematics and real-world applications. Also listed under MT 410. Prerequisite: MT 211 or department approval.

### **MT 565 Data Analysis and Interpretation**

**(3 Cr.)**

Exploratory data analysis is used to introduce basic concepts of descriptive and inferential statistics, and to foster the ability to reason statistically. Topics include summarizing and presenting categorical and quantitative data; descriptive statistics and graphical presentation of data; assessing statistical significance; probability and counting methods; sampling from populations; investigations of discrete and continuous probability distributions; hypergeometric, binomial, and normal probability distributions; point and interval estimation of population parameters; and hypothesis testing. While not a teaching methods course, practical ways to implement statistics into the middle/high school curriculum will be modeled using manipulatives, computer simulations and relevant computer software. Also listed under MT 365. Prerequisite: Strong background in algebra (college algebra or equivalent) and departmental approval.

### **MT 583 Discrete Mathematical Structures**

**(3 Cr.)**

Topics include logical reasoning, truth tables, and Boolean algebra; modular arithmetic, mathematical induction, and properties of the integers; functions, relations, and equivalence relations; an introduction to proofs and proof writing; and an

introduction to graph theory. Also listed under MT 315. Prerequisite: Strong skills in algebra (college algebra or equivalent) and departmental approval.

### **MT 591 Current Topics (Math Content)**

**(3 Cr.)**

Topics of current interest in mathematics education will be covered in a practical, classroom-oriented format. Prerequisite: Departmental approval.

## **Graduate Education**

### **ED 599 Supervision of Student Teachers**

**(1 Cr.)**

A course designed to assist the cooperating, on-site teacher working with a student teacher. The emphasis is on communication, orientation, supervision and evaluation skills. The course reviews the preparation and expectations of Stritch pre-service students.

## **Educational Leadership**

### **EDU 530 DS: Director of Instruction I**

**(1 Cr.)**

This course is a directed study, independent course. Students in this class have one or more Wisconsin Administrative licenses and are seeking the Director of Instruction license (Wisconsin DPI license #10). EDU 530 is the first of two 1-credit classes to be completed for the student to be eligible for the Director of Instruction license. Successful completion of this course, defined as a grade of B or better, and EDU 531 will result in the student being eligible for Wisconsin License #10 as a Director of Instruction. The course is two-pronged. The student will engage a Supervised practicum of experiences in the areas of responsibility of a Director of Instruction. Supervision will be provided by the Instructor and a District Supervisor. In addition, the student will complete a Field Work Experience, which is a project done by the student in the district during the course of study that is also reflective of areas of responsibility for a Director of Instruction. A summarizing paper, meeting APA specifications, is required as part of the Field Work Experience.

### **EDU 531 DS: Director of Instruction II**

**(1 Cr.)**

This course is a directed study, independent course. Students in this class have one or more Wisconsin Administrative licenses and are seeking the Director of Instruction license (Wisconsin DPI license #10). Students in this course have also completed EDU 530. EDU 531 is the second of two 1-credit classes to be completed for the student to be eligible for the Director of Instruction license. Successful completion, defined as achieving a grade of "B" or better, of this course and EDU 530 will result in the student being eligible for Wisconsin License #10 as a Director of Instruction. The course is two-pronged. The student will engage a Supervised practicum of experiences in the areas of responsibility of a Director of Instruction. Supervision will be provided by the Instructor and a District Supervisor. In addition, the student will complete a Field Work Experience, which is a project done by the student in the district during the course of study that is also reflective of areas of responsibility for a Director of Instruction. A summarizing paper, meeting APA specifications, is required as part of the Field Work Experience.

### **EDU 532 DS: Principal I**

**(1 Cr.)**

This course is a directed study, independent course. Students in this class have one or more Wisconsin Administrative licenses and are seeking the Principal license (Wisconsin DPI license #51). EDU 532 is the first of two 1-credit classes to be completed for the student to be eligible for the Principal license. Successful completion of this course, defined as achieving a grade of "B" or better, and EDU 533 will result in the student being eligible for Wisconsin License #10 as a Principal. The course is two-pronged. The student will engage a Supervised practicum of experiences in the areas of responsibility of a Principal. Supervision will be provided by the Instructor and a District Supervisor. In addition, the student will complete a Field Work Experience, which is a project done by the student in the district during the course of study that is also reflective of areas of responsibility for a Principal. A summarizing paper, meeting APA specifications, is required as part of the Field Work Experience.

### **EDU 533 DS: Principal II**

**(1 Cr.)**

This course is a directed study, independent course. Students in this class have one or more Wisconsin Administrative licenses and are seeking the Director of Instruction license (Wisconsin DPI license #10). Students in this course have also completed EDU 532. EDU 533 is the second of two 1-credit classes to be completed for the student to be eligible for the Principal license. Successful completion of this course, defined as achieving a grade of "B" or better, and EDU 532 will result in the student being

eligible for Wisconsin License #51 as a Principal. The course is two-pronged. The student will engage a Supervised practicum of experiences in the areas of responsibility of a Principal. Supervision will be provided by the Instructor and a District Supervisor. In addition, the student will complete a Field Work Experience, which is a project done by the student in the district during the course of study that is also reflective of areas of responsibility for a Principal. A summarizing paper, meeting APA specifications, is required as part of the Field Work Experience.

**EDU 534 DS: Director of Instruction and Principal I  
(1 Cr.)**

This course is a directed study, independent course. Students in this class have a Doctorate, or are concurrently enrolled in a Doctoral program and are seeking Wisconsin Department of Public Instruction licensure as a Director of Instruction (#10) and Principal (#51). EDU 534 is the first of two 1-credit Practicum classes to be completed for the student to be eligible for the Principal and Director of Instruction license. Successful completion of this Practicum course, defined as achieving a grade of "B" or better, and EDU 535, along with other program/coursework requirements, will result in the student being eligible for Wisconsin License #10 as a Director of Instruction and a Wisconsin License #51 as a Principal. The student will engage in a Supervised practicum of experiences in the areas of responsibility of a Director of Instruction and a Principal. Supervision will be provided by the Instructor and a District Supervisor.

**EDU 535 DS: Director of Instruction and Principal II  
(1 Cr.)**

This course is a directed study, independent course. Students in this class have a Doctorate, or are concurrently enrolled in a Doctoral program and are seeking Wisconsin Department of Public Instruction licensure as a Director of Instruction (#10) and Principal (#51). EDU 535 is the second of two 1-credit Practicum classes to be completed for the student to be eligible for the Principal and Director of Instruction license. Successful completion of this Practicum course, defined as achieving a grade of "B" or better, and EDU 534, along with other program/coursework requirements, will result in the student being eligible for Wisconsin License #10 as a Director of Instruction and a Wisconsin License #51 as a Principal. The student will engage in a Supervised practicum of experiences in the areas of responsibility of a Director of Instruction and a Principal. Supervision will be provided by the Instructor and a District Supervisor.

**EDU 571 Introduction to Leadership  
(4 Cr.)**

This course analyzes how leaders operate within the needs of organizations in the 21st century. The goal is for students to examine themselves to understand core values and align these values with leadership of the organization. Specifically, students will examine their own formation (what influenced me?) and values (what do I value?) in reference to their leadership within their organizational context (where am I now?) in order to construct a personal leadership position (where am I going as a leader?) that is informed by their formation and values and incorporates feedback from others about their leadership behavior. Students also will begin to assess who they are within the organization and how to work with others to achieve goals and support their organization's mission.

**EDU 573 Leading Complex Systems  
(4 Cr.)**

This course prepares students to analyze an organization's effectiveness related to its ability to achieve its mission, as well as its readiness for improvement and innovation through four frames: cultural, structural, human resource, and political. Additionally students will learn to integrate their frame analysis into an integrated systems view taking into account the natural phenomena of complexity, chaos and dissonance.

How has organizational theory evolved into current systems perspectives?

How can I analyze my organization to determine readiness for improvement and innovation?

What are the implications of understanding my organization for organizational improvement and innovation? Prerequisite: EDU 571.

**EDU 575 Leading Beyond Organizational Improvement  
(4 Cr.)**

For today's leaders, a working knowledge of complex adaptive systems, systems thinking, adaptive leadership, and understanding the change process are crucial to the attainment of healthy and productive organizations that are capable of both improvement and innovation. As a result, this course will focus on developing a deeper understanding of what it takes to lead for improvement and innovation. Concepts such as: working on the adaptive edge, addressing technical problems and solving adaptive challenges, and understand the components of creating high levels of organizational learning will be some of the concepts addressed in this course. Students will apply these understandings to issues related to enhancing the achievement of the organizational mission, as well as building organizational capacity and adaptability in their organizations. The key question to be addressed in this course:

What overarching strategy will need to be developed and used to ensure that your organization operates from a consistent core purpose, while at the same time responding and adapting to shifts in the external environment? Prerequisite: EDU 571, EDU 573.

**EDU 576 Leadership in Planning, Facilitating and Assessing Learning  
(4 Cr.)**

This course focuses on the relationship among curriculum, instruction, assessment, and learning. The course emphasizes demonstrating competency in the Wisconsin teaching and administrative standards by connecting administrative standards to instructional leadership as a principal and director of instruction. Through synthesis of research on historical and emerging curriculum theories, the students will achieve an understanding of academic content standards, curriculum resources, instructional methods, and balanced assessment models. Students will reflectively create and evaluate instructional models and professional development plans. Students will construct written materials, visual representations and presentations focused on improvement, innovation, and student performance. Effective practices in the planning, facilitating and assessing of learning will be identified, and students will develop an improvement plan for their practicum site.

**EDU 578 Human Resource Leadership for the Learning Organization  
(3 Cr.)**

This course will focus on the human needs within the learning organization as related to adult development and career cycles as well as hiring and mentoring new teachers. The skills of conflict resolution and collaboration will be explored as well as ways to assess needs. A staff development simulated experience will be used to develop skills and refine knowledge of human resources.

**EDU 580 Developing, Supervising and Evaluating Staff  
(4 Cr.)**

This course will present the processes for effective formative and summative supervision of new and experienced staff. In this context, a variety of professional models will be described to help improve teaching and learning. In addition, this course focuses on human needs within the learning organizations related to adult learning, motivation and trust. The skills of conflict resolution and effective communication will be explored along with processes for mentoring, coaching, and developing a continuous improvement model. Aspects of employee discipline and Plans of Improvement will be studied. Simulated experiences will allow class participants to develop and practice their skills and knowledge throughout the course.

**EDU 582 School Law  
(3 Cr.)**

School law is designed to provide the student with a working knowledge of the legal concepts that frame the operation of American education. While statutory and case law serve as the reference points for student discussion, the principal objective is to gain an understanding of the relationship between the legal issues of education and the implications for administrative leadership with a special emphasis on its impact on learning. Constitutional law plays an integral part in the application of school law and is, therefore, an underpinning of the course.

**EDU 583 Legal and Financial Leadership in Adaptive Change  
(3 Cr.)**

This course will include: a survey of the legal areas impacting leaders or organizations; the relationships between leadership and the law in the rapidly-changing 21st Century; fiscal management strategies in an environment of adaptive change. The course will include legal case studies, the legal basis for the funding of schools, in-depth study of the breadth and depth of school law, and simulations of the legal and financial implications of organizations undergoing adaptive change.

**EDU 584 School Business  
(3 Cr.)**

This course focuses on the role of the leader as the orchestrator of business operations of the school and the guardian of business decisions that maximize instructional effectiveness and achieve organizational goals. This course demonstrates the effective use of collaboration to manage resources within the school environment. Through problem-solving activities and simulations, students will be actively involved in the skills needed to facilitate the business operation of a school.

**EDU 586 Analysis of System Leadership  
(2 Cr.)**

This course focuses on the analysis and synthesis of professional knowledge about leadership. Participants will submit their Leadership Platform through analyzing their value positions aligning leadership responsibilities with the administrative standards. Students will complete a culminating leadership portfolio. Finally, students will give a performance presentation defending the MEL Course Outcomes synthesizing their learning from their course work and independent research project in this final MEL course.



**EDU 588 Leading in a Culture of Continuous Improvement****(2 Cr.)**

This course introduces students to the basic language and processes of data analysis in preparation for the development of an organizational plan (OEP). The goals of the course are to prepare students to begin developing an OEP, decide on a focus for school improvement within a unit of study, analyze student achievement data, and begin to formulate a plan for data collection. Students will be exposed to different types of data collection methods both quantitative and qualitative.

**EDU 595 Legal Aspects of Pupil Services and Special Education****(3 Cr.)**

The content of this course includes examination and discussion of the historical foundations of special education law and the examination, discussion and application of special education law. Emphasis is on the Individual Education Program (IEP) process including eligibility, IEP development and placement, due process, parental/student rights, dispute resolution, student discipline, and the relationship between special education law and other existing laws and regulations including No Child Left Behind (NCLB), Section 504 of the Rehabilitation Act of 1973, Title I, Title IX, Family Education Rights and Privacy Act (FERPA), Health Insurance and Portability Accountability Act (HIPAA), and laws related to English Language Learners (ELL), child abuse and neglect, homeless children, children at risk, home schooling, regulations regarding parochial/private school students with disabilities and reporting mandates.

**EDU 596 Meeting the Needs of Diverse Learners****(2 Cr.)**

The content of this course includes examination, discussion, and application of the following topics to effectively meet the needs of all learners: Response to Intervention (RtI), service delivery models, and various instructional models including Universal Design for Learning. Connections to various stakeholders, including parents and community agencies, are explored.

**EDU 597 Leadership and Administration of Pupil Services and Special Education****(3 Cr.)**

The content of this course includes the examination, application and discussion of various areas that are necessary to provide effective leadership, administration and advocacy of pupil services and special education. This includes: supervision of instruction, staff development, service delivery including staffing, and fiscal management.

**EDU 606 Research Strand I****(2 Cr.)**

This course is the first of a series of three courses involving in-depth guided research in a leadership/education area of the student's choosing. In this course, students will engage in research and application of research to practice and the development of leadership, learning and service.

**EDU 607 Research Strand II****(1 Cr.)**

This course is the second of a series of three courses involving in-depth guided research in a leadership/education area of the student's choosing. In this course, students will engage in research and application of research to practice and the development of leadership, learning and service.

**EDU 608 Research Strand III****(2 Cr.)**

This course is the third of a series of three courses involving in-depth guided research in a leadership/education area of the student's choosing. In this course, students will engage in research and application of research to practice and the development of leadership, learning and service.

**EDUO 571 Introduction to Leadership Theory****(3 Cr.)**

This course analyzes how leaders operate within the needs of organizations in the 21st century. The goal is for students to examine themselves to understand core values and align these values with leadership of the organization. Specifically, students examine their own formation (what influenced me?) and values (what do I value?) in reference to their leadership within their organizational context (where am I now?) in order to construct a personal leadership position (where am I going as a leader?) that is informed by their formation and values and incorporates feedback from others about their leadership behavior.

**EDUO 573 Introduction to Organizational Theory****(4 Cr.)**

This course prepares students to analyze an organization's effectiveness and readiness for improvement and innovations through four frames: cultural, structural, human resource, and political. Additionally students will learn to integrate their frame analysis into an integrated systems view taking into account the natural phenomena of complexity, chaos and dissonance. How has organizational theory evolved into current systems perspectives? How can I analyze my organization to determine readiness for improvement and innovation? What are the implications of understanding my organization for organizational improvement and innovation? Prerequisite: EDU 571.

### **EDUO 575 Leading Organizational Development**

**(4 Cr.)**

Systems thinking, adaptive leadership, and understanding the change process are crucial to the achievement of healthy, productive classrooms, schools, and districts. This course will focus on developing a systems perspective, an understanding between addressing technical problems and solving adaptive challenges, and an understanding of the components of creating professional learning communities. Students will apply these understandings to their school improvement plans in order to support the achievement of quality outcomes and build organizational capacity and adaptability. Prerequisite: EDU 571, EDU 573.

### **EDUO 576 Leadership in Planning, Facilitating and Assessing Learning**

**(3 Cr.)**

This course focuses on historical and current approaches to curriculum development, the role of national and state content and performance standards, and the process of curriculum planning and alignment to maximize opportunities for student learning. Students develop an understanding of different ways to organize curriculum and align it to appropriate standards and assessments. In addition they develop expertise in the process of leading an organization to facilitate curricular change. As a part of the course, students develop a component of a School Improvement Plan related to curriculum planning and development.

### **EDUO 578 Human Resource Leadership for the Learning Organization**

**(3 Cr.)**

This course focuses on the “human” sides of leadership. It begins with an introduction to adult motivation, career cycles and staff development. It then shifts to the hiring process—recruitment, selection, orientation and teacher induction—before exploring conflict resolution

### **EDUO 580 Developing, Supervising and Evaluating Staff**

**(3 Cr.)**

This course will present a variety of models and processes for new and experienced staff in the area of instructional supervision as well as teacher evaluation. In addition, organizational and individual factors affecting the processes will be explored. Simulated experiences will allow class participants to develop and practice their skills and knowledge throughout the course. This course builds on the Human Resources Leadership course (EDU 578) by reinforcing many of the concepts through application and extension, including the development of a supervision and evaluation plan.

### **EDUO 582 School Law**

**(3 Cr.)**

School Law is designed to provide the student with a working knowledge of the legal concepts that frame the operation of American education. While statutory and case law serve as the reference points for student discussion, the principal objective is to gain an understanding of the relationship between the legal issues of education and the implications for administrative leadership with an emphasis on its impact on learning. Constitutional law plays an integral part in the application of school law and is, therefore, an underpinning of the course.

### **EDUO 584 School Business**

**(3 Cr.)**

This course focuses on the role of the school principal as a leader and facilitator of the business and communications operation of a school building. Students are actively involved in developing the skills needed to facilitate the business and organizational operation of the school building. Course activities require the students to effectively use collaborative approaches to manage resources within a school environment.

### **EDUO 586 Analysis of System Leadership**

**(2 Cr.)**

This is the final course in the Masters in Educational Leadership program. Its purpose is to synthesize prior learning around systems. The course prepares students to: a) apply knowledge, skills, values and attitudes to real-life case studies; b) refine the personal leadership position based on the accumulation of individual course key knowledge and input from experienced leaders; c) submit a professional portfolio based on the Wisconsin Administrator Standards; d) submit written copies of their



final comprehensive School Improvement Plan (SIP) (one copy for feedback to be included in the portfolio and one copy for the MEL department permanent files); e) prepare a presentation of their final SIP for a small-group audience.

### **EDUO 588 Data Driven Decision Making for School Improvement (3 Cr.)**

This course introduces students to the basic language and processes of data analysis in preparation for the development of a School Improvement Plan. The goals of the course are to prepare students to develop a School Improvement Plan (SIP) proposal; select a unit of study for proposal (typically a school or a part of a school such as a department); decide on a focus for school improvement within the unit of study; analyze student achievement data; and begin to formulate a plan for data collection. Students are exposed to different types of data collection methods both quantitative (with a focus on surveys and analysis of existing data) and qualitative (through a focus on case studies, interviews and focus groups).

### **Teaching**

#### **EDM 540 Early Childhood Curriculum and Instruction (4 Cr.)**

Students will explore and practice the skills needed to provide a developmentally appropriate curriculum for young children. This course includes curriculum design, various curriculum models, methodology, informal assessment and prescriptive instructional planning. This course is required for EC certification track.

#### **EDM 550 Teaching Early Adolescent/Middle Level Education (3 - 4 Cr.)**

This course provides professional preparation for teachers of 10-14-year-old students. The course focuses on young adolescent development, middle-level curriculum and organization, and middle-level planning, teaching and assessing. The current trends in middle-level education as well as best practice of middle-level teacher preparation as defined by the National Middle School Association will be explored.

#### **EDM 590 Student Teaching: Early Childhood (3 - 10 Cr.)**

This course provides students the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. The course focuses on the practices and roles of the beginning classroom teacher in a diverse, global world. This is required for EC certification track. Prerequisite: Praxis II, departmental approval.

#### **EDM 620 Introduction to Action Research (1 Cr.)**

Students receive an overview of action research, brainstorm possible research topics, receive information about searching online for scholarly journals, view previous action research studies, and interview Masters of Arts in Teaching (MAT) graduates. Students search and locate scholarly journals to construct an annotated bibliography that may support their action research plan in EDM 624 Action Research Methodology. Students read and summarize a research study from a scholarly journal in preparation for writing Chapter Two in EDM 634 Action Research Application.

#### **EDM 624 Action Research Methodology (3 Cr.)**

This course provides an introduction to reading scholarly research and to research design in general, and focuses on action research methodology. Students will learn to identify, analyze, and summarize scholarly research. Students also will develop and conduct an initial literature review and proposal plan for the action research project associated with EDM 634. Students will develop an action research plan, write drafts of chapters one and three of the action research master's thesis, and prepare to implement their action research plans in EDM 634. This action research project will serve as the foundation for the master's thesis. Prerequisite: CED 549.

#### **EDM 634 Action Research Application (2 Cr.)**

This course provides an opportunity for teachers to engage in action research in their classrooms and schools. Students will engage in authentic research and write a formal five-chapter master's thesis. Passing EDM 634 is a requirement for the completion of the Master of Arts in Teaching degree. Prerequisite: EDM 624, IRB approval.

#### **EMA 500 Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Seminar I (2 Cr.)**

This course introduces teacher candidates to the profession of education, the InTASC Core Teaching Standards, and the Common Core Academic Standards. Teacher candidates will examine their paradigm of learning and teaching, attitudes and dispositions of effective teachers, and their role in a cohort learning model. Other topics that will be addressed include the concept of best practice and cognitive neuroscience in education. Prerequisite: Admission to MAT or MAIE program.

### **EMA 501 Early Adolescence-Adolescence and Early Childhood-Adolescence Seminar I**

**(2 Cr.)**

This course introduces teacher candidates to the profession of education, the InTASC Core Teaching Standards, and the Common Core Academic Standards. Teacher candidates will examine their paradigm of learning and teaching, attitudes and dispositions of effective teachers, and their role in a cohort learning model. Other topics that will be addressed include the concept of best practice and cognitive neuroscience in education. Prerequisite: Admission to MAT program.

### **EMA 511 EC-MC and MC-EA Fundamentals of Instruction and Assessment**

**(3 Cr.)**

This course addresses the conceptual framework that guides the art and science of teaching. It introduces teacher candidates to current learning theory, a lesson planning format, and differentiated instruction and assessment strategies that are developmentally appropriate. Prerequisite: Admission to MAT or MAIE program. Corequisite: EMA 550.

### **EMA 513 EA-A and EC-A Fundamentals of Instruction and Assessment**

**(3 Cr.)**

This course addresses the conceptual framework that guides the art and science of teaching. It introduces teacher candidates to current learning theory, a lesson planning format, and differentiated instruction and assessment strategies that are developmentally appropriate. Prerequisite: Admission to MAT program. Corequisite: EMA 553.

### **EMA 523 Pre K-Primary Theories of Literacy and Learning**

**(4 Cr.)**

This course focuses on the relationship between language and literacy development in pre-kindergarten/preschool through primary-grade-level students, and in elementary or secondary students who receive special education services and are in early levels of literacy development. Teacher candidates will learn how to plan and provide instruction in the areas of reading, writing, listening, and speaking and to assess student performance. A variety of contexts to facilitate the development of language and literacy will be explored. This course requires 15 hours of field experience. Prerequisite: Admission to MAT or MAIE program.

### **EMA 525 Adolescent Literature and Learning with Multimedia Texts**

**(4 Cr.)**

This course is designed to explore the role of literature and multimedia texts in literacy development, that is, to teach young adults to use literature and multimedia texts for personal and academic interests. Its immediate focus is on the examination of genres, authors, subjects, literary devices, issues, themes and future trends of young adult literature. Its broader focus is on helping teachers understand theory and practices regarding reader response to print and multimedia texts and its contribution to literacy development, higher-level thinking, and learning. This course requires 15 hours of field experience. Prerequisite: Admission to MAT program.

### **EMA 530 Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Field Experience I**

**(1 Cr.)**

This course provides an opportunity for teacher candidates to explore the teaching profession in a elementary/middle 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 Interstate Teacher Assessment and Support Consortiums (InTASC) Standards in action and teach lessons during the required 35 hours of field experience. Prerequisite: Admission to MAT or MAIE program. Corequisite: EMA 511.

### **EMA 531 Early Adolescence-Adolescence and Early Childhood-Adolescence 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 Interstate Teacher Assessment and Support Consortium (InTASC) Standards in action and teach lessons during the required 35 hours of field experience. Prerequisite: Admission to MAT program. Corequisite: EMA 513.

### **EMA 535 EC-MC and MC-EA Classroom Management and Cultural Diversity**

**(1 Cr.)**

This course prepares teacher candidates to create a learning environment that encourages positive social interaction and active engagement in learning among P-8 students with a wide range of academic, social, and emotional differences. Course instruction is grounded in the understanding and appreciation of diverse cultures with the goal of supporting teacher candidates in moving toward cultural proficiency. Instructional strategies and classroom techniques that promote student

learning and classroom community will be explored. In addition, a wide variety of classroom management challenges and issues will be addressed using current research. Prerequisite: Admission to MAT or MAIE program.

### **EMA 536 EA-A and EC-A Classroom Management and Cultural Diversity**

**(1 Cr.)**

This course prepares teacher candidates to create a learning environment that encourages positive social interaction and active engagement in learning among grades 6-12 and P-12 students with a wide range of academic, social, and emotional differences. Course instruction is grounded in the understanding and appreciation of diverse cultures with the goal of supporting teacher candidates in moving toward cultural proficiency. Instructional strategies and classroom techniques that promote student learning and classroom community will be explored. In addition, a wide variety of classroom management challenges and issues will be addressed using current research. Prerequisite: Admission to MAT program.

### **EMA 539 Technologies to Teach: Intro**

**(1 Cr.)**

This course is designed as an introduction to educational and instructional technology (-ies). The student will examine the intersections between technology, classroom learning, instructional design, and curriculum development. Although the course will not utilize specific platforms and/or tools, teacher candidates will have the opportunity to select from a range of technologies and tools to complete course projects. This course is designed to provide teacher candidates a basic knowledge and understanding of instructional technologies as well as practice applying these understandings to actual classroom practice and respond to the needs of an ever-changing academic environment.

### **EMA 541 Elementary Middle Content Methods**

**(4 Cr.)**

This is an integrated elementary content methods course focused on math, science, social studies, and fine arts. This course is designed to develop competencies in instructional methods for teacher candidates preparing to teach in various P-8 grade levels and content areas. Teacher candidates will complete a separate self-contained module for each content area.

### **EMA 543 Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Math Methods**

**(1 Cr.)**

This course is designed to create competencies in mathematics methods for students preparing to teach in the P-8 classroom. Through reading, writing, and talking about mathematics as well as engaging in hands-on mathematics activities, teacher candidates will develop the skills necessary to successfully create, implement, and assess appropriate mathematics activities for P-8 grade levels. Prerequisite: Admission to MAT or MAIE program.

### **EMA 544 Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Science Methods**

**(1 Cr.)**

This course is designed to help teacher candidates develop competencies in instructional methods appropriate for science content for various P-8 grade levels. Teacher candidates will research and investigate aspects of science lessons including student thought process, set-up time, topic adjustment, evaluation processes, environmental education, and meeting national and state science standards. Prerequisite: Admission to MAT or MAIE program.

### **EMA 546 Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Social Studies Methods**

**(1 Cr.)**

This course is designed to develop competencies in instructional methods to successfully create and implement social studies lessons appropriate for various P-8 grade levels. Teacher candidates will research and investigate aspects of the social studies standards, including the topic of Wisconsin Indian treaties and tribal sovereignty, and become familiar with lesson and unit plan designs for the content area. Prerequisite: Admission to MAT or MAIE program.

### **EMA 547 Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Fine Art Methods**

**(1 Cr.)**

This course is designed to develop competencies in instructional methods to successfully create and implement fine arts lessons appropriate for students in grades P-8. Teacher candidates will research and investigate aspects of the fine arts standards and become familiar with lesson and unit plan designs for the content area. Special attention will be focused on research-based integration strategies that connect the other academic content areas with arts areas. Prerequisite: Admission to MAT or MAIE program.

### **EMA 548 Advanced Curriculum Planning in Specific Content Areas**

**(4 Cr.)**

This course addresses specific content methods in secondary education in English, mathematics, science, social studies, foreign/world languages, art, music or theater. Teacher candidates will use content-specific instructional resources as well as study the current trends and best practice in their respective content areas. Prerequisite: EMA 553.

**EMA 550 Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Portfolio I  
(1 Cr.)**

Portfolio 1 provides the teacher candidates/teachers an opportunity to demonstrate competency as it relates to the InTASC Teacher Standards and in the areas of planning, instruction, and assessment as defined by edTPA. Through the performance of and submission of oral, written and lesson planning, teacher candidates/teachers will provide evidence of their readiness for future field experiences. Portfolio I focuses on InTASC Model of Core Teacher Standards 2, 5, 9, and 10. Corequisite: EMA 511.

**EMA 551 EC-MC and MC-EA Advanced Methods and Assessment  
(4 Cr.)**

This course is designed specifically for the teacher candidate to develop confidence in designing lesson plans, instructing, and assessing the elementary and middle-level student. The teacher candidate will develop lesson plans and a unit plan which incorporates research-based methods, best practices and current assessment practices. Course topics include essential teaching strategies that are foundational for teacher effectiveness, instructional models designed to teach specific learning objectives, Understanding by Design unit plans, constructivist theory and media/technology literacy. The assessment topics include informal and formal classroom assessment designs, rubrics, grading methods, standardized testing and communicating assessment results. Teacher candidates are concurrently enrolled in EMA 551 and EMA 570 / INED 510. Prerequisite: EMA 550.

**EMA 553 Early Adolescence-Adolescence and Early Childhood-Adolescence Portfolio I  
(1 Cr.)**

Portfolio 1 provides the teacher candidates/teachers an opportunity to demonstrate competency as it relates to the InTASC Teacher Standards and in the areas of planning, instruction, and assessment as defined by edTPA. Through the performance of and submission of oral, written and lesson planning, teacher candidates/teachers will provide evidence of their readiness for future field experiences. Portfolio I focuses on InTASC Model of Core Teacher Standards 2, 5, 9, and 10. Prerequisite: Admission to MAT program. Corequisite: EMA 513.

**EMA 554 EA-A and EC-A Methods, Assessment and Unit Writing  
(4 Cr.)**

This course focuses on secondary education methods and assessment and is intended for secondary teacher candidates who are preparing to teach at the middle adolescent-adolescent level within inclusive settings. Teacher candidates will explore and study instructional strategies which incorporate research-based methods, best practice, current assessment practices, and technology appropriate for middle- and secondary-level students. The assessment component is designed to orient teacher candidates to a flexible perspective of secondary classroom assessment. Teacher candidates are concurrently enrolled in EMA 554 and EMA 571. Prerequisite: EMA 553.

**EMA 563 Upper Elementary/Middle Theories of Literacy and Learning  
(4 Cr.)**

The content of this course includes examination, discussion, and application of teacher and student strategies for promotion of word identification; fluency; comprehension; study skills; written expression; selection of appropriate literature, practice materials, and technology; formats for organizing classroom instruction; and procedures for assessing and monitoring learner progress. The emphasis for teacher candidates in this course is literacy learning and instruction for students in grades 4-8. This course requires 15 hours of field experience. Prerequisite: EMA 550.

**EMA 566 Literacy and Learning in the Content Areas  
(4 Cr.)**

This is a practical course designed to help content-area teacher candidates become effective teachers of reading in the classroom setting. Its immediate focus is on helping teacher candidates improve students' abilities to read to learn and use literate thinking and academic language in each content area. Its broader focus is on helping teacher candidates improve the way students use reading, writing, speaking, listening and viewing to think about and learn content. This course requires 15 hours of field experience. Prerequisite: Admission to MAT program.

**EMA 570 Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Field Experience II  
(1 Cr.)**

This pre-student teaching field experience provides an opportunity for teacher candidates to explore the teaching profession in an actual classroom setting. The teacher candidates will observe and participate in a variety of classroom activities. Each

will complete 35 hours at the assigned field site and will deliver at least three instructional lessons. Prerequisite: EMA 550. Corequisite: EMA 551.

**EMA 571 Early Adolescence-Adolescence and Early Childhood-Adolescence Field Experience II (1 Cr.)**

This pre-student teaching field experience provides an opportunity for teacher candidates to explore the teaching profession in an actual classroom setting. The teacher candidates will observe and participate in a variety of classroom activities. Each will complete 35 hours at the assigned field site and will deliver at least three instructional lessons. Prerequisite: EMA 553. Corequisite: EMA 554 or EMA 548.

**EMA 575 EC-MC and MC-EA Advanced Classroom Management (2 Cr.)**

This course prepares teacher candidates to create a learning environment that encourages positive social interaction and active engagement in learning among P-8 students with a wide range of academic, social, and emotional differences. Course instruction is grounded in the understanding and appreciation of diverse cultures with the goal of supporting teacher candidates in moving toward cultural proficiency. Conflict resolution, motivation theories, and the impact of teacher expectations will be explored, including instructional strategies and classroom techniques that promote student learning and classroom community. A variety of classroom management challenges and issues also will be addressed using current research. Prerequisite: EMA 550.

**EMA 576 EA-A and EC-A Advanced Classroom Management (2 Cr.)**

This course prepares teacher candidates to create a learning environment that encourages positive social interaction and active engagement in learning among students in grades 6-12 and P-12 with a wide range of academic, social, and emotional differences. Course instruction is grounded in the understanding and appreciation of diverse cultures with the goal of supporting teacher candidates in moving toward cultural proficiency. Conflict resolution, motivation theories, and the impact of teacher expectations will be explored, including instructional strategies and classroom techniques that promote student learning and classroom community. A variety of classroom management challenges and issues also are addressed using current research. Prerequisite: EMA 553.

**EMA 580 Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Seminar II (1 Cr.)**

This course is designed to culminate the teacher candidate's experiences and learning from the MAT initial certification program. The course facilitates the production of Portfolio II: The Teacher Candidate Portfolio. Teacher candidates will link key assessments from previous coursework to the InTASC Teacher Standards and along with them the requirements for the edTPA, in order to demonstrate competencies for teaching and their readiness to student teach. This course also provides teacher candidates with an introduction to student teaching. Prerequisite: EMA 550. Corequisite: EMA 581.

**EMA 581 Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Portfolio II (0 Cr.)**

Portfolio II is an opportunity for teacher candidates to demonstrate increased competency in the InTASC Teacher Standards and their preparedness in the areas of planning, instruction, and assessment as defined by edTPA. Through the submission of coursework aligned with the requirements of edTPA and written, oral and portfolio portions of Portfolio II, teacher candidates will provide evidence of their readiness for student teaching and edTPA assessment process. Prerequisite: EMA 550. Corequisite: EMA 580.

**EMA 582 Early Adolescence-Adolescence and Early Childhood-Adolescence Seminar II (1 Cr.)**

This course is designed to culminate the teacher candidate's experiences and learning from the MAT initial certification program. This course facilitates the production of Portfolio II: The Teacher Candidate Portfolio. Teacher candidates will link key assessments from previous coursework to the InTASC Teacher Standards and along with them the requirements for the edTPA, in order to demonstrate competencies for teaching and their readiness to student teach. This course also provides teacher candidates with an introduction to student teaching. Prerequisite: EMA 553. Corequisite: EMA 583.

**EMA 583 Early Adolescence-Adolescence and Early Childhood-Adolescence Portfolio II (0 Cr.)**

Portfolio II is an opportunity for teacher candidates to demonstrate increased competency in the InTASC Teacher Standards and their preparedness in the areas of planning, instruction, and assessment as defined by edTPA. Through the submission of coursework aligned with the requirements of edTPA and written, oral and portfolio portions of Portfolio II, teacher candidates



will provide evidence of their readiness for student teaching and edTPA assessment process. Prerequisite: EMA 553. Corequisite: EMA 582.

**EMA 591 Student Teaching: Early Childhood-Middle Childhood  
(3 - 10 Cr.)**

This course provides students the opportunity to student teach in pre-K-12 settings under supervision within the teacher candidates' targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidates' targeted area(s) of certification. Focus will be on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the placement office will evaluate student teachers. Prerequisite: EMA 581, Praxis II, Foundations of Reading Test. Corequisite: EMA 604.

**EMA 592 Student Teaching: Middle Childhood-Early Adolescence  
(3 - 10 Cr.)**

This course provides students the opportunity to student teach in pre-K-12 settings under supervision within the teacher candidates' targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidates' targeted area(s) of certification. Focus will be on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the placement office will evaluate student teachers. Prerequisite: EMA 581, Praxis II, Foundations of Reading Test. Corequisite: EMA 604.

**EMA 593 Student Teaching: Early Adolescence-Adolescence  
(3 - 10 Cr.)**

This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidates' targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidates' targeted area(s) of certification. Focus will be on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the placement office will evaluate student teachers. Prerequisite: EMA 583, Praxis II. Corequisite: EMA 604.

**EMA 595 Student Teaching: Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence  
(3 - 10 Cr.)**

This course provides students the opportunity to student teach in pre-K-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 581, Praxis II, Foundations of Reading Test. Corequisite: EMA 604.

**EMA 596 Student Teaching: Foreign Language Early Childhood-Adolescence  
(3 - 10 Cr.)**

This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 583, Praxis II. Corequisite: EMA 604.

**EMA 597 Student Teaching: Art Early Childhood-Adolescence  
(3 - 10 Cr.)**

This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 583, Praxis II. Corequisite: EMA 604.

**EMA 598 Student Teaching: Music Early Childhood-Adolescence  
(3 - 10 Cr.)**

This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 583, Praxis II. Corequisite: EMA 604.

### **EMA 604 Professional Development Seminar**

**(3 Cr.)**

This course introduces teacher candidates to the profession of education through the School of Education Program Framework for Teacher Effectiveness and the InTASC Core Teaching Standards. In addition, this course prepares teacher candidates to complete and submit an edTPA entry for local evaluation and/or Pearson. Teacher candidates will examine their paradigm of learning and teaching, attitudes and disposition of effective teachers, and their role in a cohort learning model. Other topics that are addressed include the concept of best practice and cognitive neuroscience in education. This course is to be taken concurrently with student teaching. Prerequisite: EMA 581 or EMA 583, Praxis II. Corequisite: Student teaching course.

## **Literacy and English as a Second Language**

### **ESL 503 Second Language Acquisition**

**(3 Cr.)**

In this course students will learn about the developmental process of learning a second language. Students will explore the internal and external factors that influence second language acquisition via an interdisciplinary survey emphasizing research in linguistics, psychology, education, and sociology. In addition, participants will review and evaluate the major second language theories and connect these theories to classroom practices. Students also will learn how to discriminate between language stages and how to plan for appropriate instruction to students at various language levels. Students will be able to communicate their approaches to language instruction with administrators, teachers, and parents.

### **ESL 509 Primary Level Practicum**

**(2 Cr.)**

This course is designed to provide the opportunity to apply the knowledge base acquired in previous course work to the teaching of reading and writing to elementary-level ELL students. Graduate students identify a student with a literacy difficulty, develop appropriate instruction, assess progress, and communicate progress to the child's caregivers in the form of a written report. Prerequisite: Enrollment is contingent upon successful completion (grade of C or better) of all courses and benchmarks listed on the program calendar that take place before the practicum..

### **ESL 520 Sociocultural Linguistics**

**(3 Cr.)**

This course introduces the concept of teacher research, centered on theories and practices of second-language development applicable to K-12 classrooms. Informed by sociocultural theories, students conduct, analyze and evaluate research, and investigate implications for student learning and teaching practice.

### **ESL 521 Assessment and Program Design**

**(3 Cr.)**

This course focuses on the decisions ESL teachers need to make on a regular basis. Student assessment, data analysis, program design, cooperative teaching, staff development and leadership skills are the key areas covered. Students will write Chapter 1 of their action research paper as the final project for this course. Because of the work conducted in the field for this course, study team meetings are limited.

### **ESL 529 Secondary Practicum**

**(3 Cr.)**

This course is designed to provide the opportunity to apply the knowledge base acquired in previous course work to the teaching of language/content to secondary level ELL students. Graduate students will identify a student with a language proficiency of Level 1, 2, or 3, gather pertinent information prior to 'pre-teaching' instruction, develop a SIOP model of instruction, and communicate with the classroom teacher regarding alternative forms of instruction and assessment in the form of written recommendations.

### **ESL 533 Bilingualism in Home and School**

**(3 Cr.)**

Students will explore literature and recent debates related to cultural and linguistic diversity, learning and instruction. Discussions, activities and assignments focus on education within and across home, community and school contexts, including a focus on home-school-community relationships.



## **ESL 546 Linguistics**

**(3 Cr.)**

This course provides an introduction to the study of linguistics and its application to teaching in K-12 multicultural classrooms.

## **ESL 566 Action Research**

**(1 Cr.)**

Action research is defined as working in an authentic educational context with an authentic task that is both implemented and evaluated. The purpose of this course is to refine students' problem-solving abilities while providing hands-on experience in classrooms and schools. It is a requirement for the completion of the degree.

## **Inclusive Education**

### **INED 502 Special Education Curriculum and Methods I**

**(3 Cr.)**

This course provides an understanding of the processes, strategies and interpersonal dynamics involved in curricular development and improvement. It focuses on: analyzing and prescribing, modifying and delivering differentiated instruction in math, social studies, science and language arts for individuals with disabilities who receive instruction in general and/or specific education settings. This includes fundamentals of instruction and lesson planning in order to develop students' understanding of the key components within a lesson plan and how to address individual learning styles.

### **INED 504 Curriculum and Methods II**

**(3 Cr.)**

This course includes the study of objectives, curriculum content, methodologies, and instructional materials appropriate for elementary, middle, and secondary students with severe needs in the area of exceptional education. This course emphasizes social skills, personal living skills, self-determination skills, community-based instruction, and universal design. Candidates will develop assessment, instruction, and management skills necessary to educate persons with severe developmental disabilities. Areas of focus include mobility, self-help, socialization, cognition, communication, and pre-vocational skills. The course includes further instructional techniques and lesson planning. This course develops students' understanding of the key components within a lesson plan and how to address individual learning styles.

### **INED 508 Individual Educational Assessment and Diagnosis**

**(3 Cr.)**

This course focuses on formal and informal assessments used to evaluate students suspected of having disabilities. This course covers the administration, analysis and interpretation of individual and group assessment tools to evaluate all areas of disability. Emphasis is given to learning how best to use the information these tools offer while still being cognizant of their limits and potential abuse. Special emphasis is given to specific functional behavioral assessment strategies useful for diagnosing and teaching emotionally/behaviorally disturbed children and adolescents. Students will gain the technical prerequisites necessary to understand standardized assessments. The course requires students to critically analyze standardized tests, research alternative assessment measures, and practice administration, scoring and interpreting of a norm-referenced test in a written case study report.

### **INED 510 Inclusive Field Experience II**

**(1 Cr.)**

This pre-student teaching Inclusive Field Experience, MC-EA, provides an opportunity for teacher candidates to explore the teaching profession in an actual classroom setting. Teacher candidates will observe and participate in a variety of classroom activities. They will complete 35 hours at the assigned field site and deliver at least five instructional lessons related to the content in EMA 551. At least two of the five lessons must include students who are identified with special education needs. In the field experience, students also will spend 15 course hours in field experiences related to the content in EMA 563 (Literacy). Corequisite: EMA 551. Lab Fee Required.

### **INED 511 Early Literacy Development**

**(3 Cr.)**

The content of this course is designed to acquaint special educators with the relationship between language and literacy development. Students will learn how to plan and provide instruction in the areas of reading, writing/spelling, listening, and speaking. Additionally, course participants will learn techniques for informal literacy assessment and effective instruction through literacy strategies in the areas of phonological awareness, accuracy/word recognition/phonics, fluency, vocabulary, and comprehension.

### **INED 512 Advanced Theory and Methods of Literacy Development**

**(3 Cr.)**

The content of this course includes examination, discussion, and application of: teacher and student strategies for promotion of word identification, fluency, vocabulary development, comprehension, study skills, and written expression; selection and use of appropriate adolescent literature; formats for organizing classroom literacy instruction; and practice and procedures for assessing and monitoring literacy progress, and making instructional decisions and recommendations based on those assessments. The emphasis for students who enroll in this course will be literacy learning and instruction for children reading at a wide range of reading abilities, ranging from the upper elementary, middle, to high school levels.

**INED 520 Inclusive Field Experience III****(1 Cr.)**

This pre-student teaching field experience provides an opportunity for teacher candidates to explore the teaching profession in an actual classroom setting. Teacher candidates will observe and participate in a variety of classroom activities, will complete 35 hours at the assigned field site and will deliver at least three instructional lessons working within a special education program with students with individualized education plans.

**INED 530 Behavior Interventions for Individuals with Disabilities****(2 Cr.)**

The focus of the course will be behavior support strategies useful for preventing and reducing disciplinary problems, and inappropriate and aggressive/violent behaviors. Strategies introduced will include behavioral interventions based on behavior analytical principles, social skills training, and self-management strategies.

**INED 532 Transition, Transition Services, Transition Planning****(1 Cr.)**

This course focuses on collaboration and communication skills enabling teachers to work jointly with parents to plan, implement and evaluate programs for students with special needs. It also emphasizes transition planning in relation to laws and regulations. Students will understand the development of IEPs related to self-determination and transition. Students will understand that transition is a lifelong process. The course will focus on the following activities: 1) description of transition models, issues and best practices based on an interview with a current special education teacher focused on the transition process for students with special education and their families; 2) reflection on and explanation of issues related to the transition K-12 process in the classroom, school, home and community; 3) integration of the knowledge of resources that could be used with students/parents to develop the skills and knowledge that will assist them in the transition process; 4) application of the method of assisting students to self-advocate, with the support of parents and other professional during the transition process; 5) summarization of the special educator's role in the development of the individual IEP; 6) identifying, listing and constructing student information into well-written transition components of the annual IEP that integrates background information and assessment results.

**INED 534 Autism and Communication Disorders****(2 Cr.)**

This course provides an in-depth understanding of individuals who have the diagnosis of an Autism Spectrum Disorder (ASD). Characteristics of individuals with ASD 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 will be reviewed. Students will become acquainted with ways to design and implement positive support strategies, communication, and accommodations for students with communication delays. In addition students will develop an understanding of language and literacy development, differences in language and literacy development for individuals with disorders and delays, and the importance of communication in the learning environment.

**INED 536 Individual Education Plans****(1 Cr.)**

This course provides an understanding of the current Individualized Education Plan legislation and processes. The course focuses on: developing legal and useful Individualized Education Plans (IEP) using the current state developed IEP forms and methods for implementing, monitoring and analyzing the plans.

**INED 592 Student Teaching Middle Childhood-Early Adolescence****(3 - 10 Cr.)**

This course provides teacher candidates opportunities to student teach in a 1-8 regular education setting and special education setting under supervision within the teacher candidate's targeted area(s) of certification. The course focuses on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teaching consists of a 20-week placement in an inclusive setting or two 10-week placements: one in a regular education setting and one in a special education setting in a school setting(s) matching the teacher candidate's area of certification. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the site coordinator will

evaluate student teachers. Teacher candidates will demonstrate competency based on the InTASC Model Core Teaching Standards, Association for Childhood Education International-Elementary Education Standards (ACEI), and CEC domain areas. Prerequisite: EMA 581, Praxis II, Foundations of Reading Test. Corequisite: EMA 604.

## **Urban Education/Urban Special Education**

### **MUE 502 Assessment and Instruction in Mathematics**

**(2 Cr.)**

This course is designed to create competencies in mathematics methods for students preparing to teach in the Pre-K-8 classroom. Through reading, writing, and talking about mathematics as well as engaging in hands-on mathematics activities, students will develop the skills necessary to successfully create and implement appropriate mathematics activities for various grade levels. Included in these activities are assessment processes as well as NCTM and state standards for mathematics education. In addition, procedures for assessment and modification for children with disabilities are addressed as they relate to the teaching of elementary and middle school mathematics.

### **MUE 504 Assessment and Instruction in Fine Arts**

**(2 Cr.)**

This course is designed to provide students with an understanding of the role of the fine arts in schooling and the importance of the arts in past and present cultures. Emphasis is placed on integrating art, music, and physical education with the regular curricular areas such as reading, writing, mathematics, science and social studies. The students will write lesson plans, explore art materials, learn music strategies, and engage in physical education games in a cooperative group.

### **MUE 506 Assessment and Instruction in Science**

**(2 Cr.)**

This course is designed to create competencies in science methods for students preparing to teach science in the urban Pre-K-8 classroom. Through a lecture/discussion/hands-on/project approach, students will explore the philosophical and practical aspects of teaching elementary science in an urban setting. Participants will be engaged in strategies of engagement, lesson preparation and assessment. Attention will be focused on meeting Wisconsin Science and Common Core Standards.

### **MUE 508 Assessment and Instruction in Social Studies**

**(2 Cr.)**

This course is designed to explore and practice the skills necessary to fulfill the role of teacher of elementary and middle school social studies. Included is general information on curriculum development, component areas of broad field social studies, unit development, outcome and assessment development, methods specific to social studies, computer technology as integrated into the curriculum, and the relationship of social studies to all other subject areas. Course content examines minority group relations including history, culture and sovereignty of American Indian Tribes and bands located in Wisconsin as well a focus on women and various racial, cultural, language and economic groups in the United States to include but not limited to African Americans, Hispanic Americans, Hmong and cultures of poverty.

### **MUE 511 Literacy Development**

**(3 Cr.)**

This course focuses on the relationship between language and literacy development. Students will learn how to plan and provide instruction in the areas of reading, writing, listening, and speaking, and to assess student performance for children identified with special needs. A variety of contexts to facilitate the development of language and literacy are explored including the role of phonics in the development of fluent readers. Modifications of content as needed for students with special needs to make progress are explored.

### **MUE 512 Language, Literacy and Learning**

**(4 Cr.)**

This course focuses on the relationship between language and literacy development in pre-kindergarten through primary grade-level students. Students will learn how to plan and provide instruction in the areas of reading, writing, listening, and speaking, and to assess student performance for children in general education programs as well as students identified with learning disabilities. A variety of contexts to facilitate the development of language and literacy are explored including the role of phonics in the development of fluent readers. Modifications of content are explored as needed for students with learning disabilities to make progress in the general curriculum.

### **MUE 513 Field Experience I**

**(1 Cr.)**

In this field-based course, teacher candidates will work to establish a classroom community that is positive and conducive to learning for all participants. Lab Fee Required.

**MUE 514 Literacy and Learning in the Upper Grade Levels****(4 Cr.)**

The content of this course includes examination, discussion, and application of teacher and student strategies for promotion of word identification, fluency, comprehension, study skills, and written expression; selection of appropriate literature, practice materials, and technology; formats for organizing classroom instruction; and procedures for assessing and monitoring learner progress. The emphasis for students who enroll in this course is literacy learning and instruction for students in grades 4-8. Modifications of content are explored as needed for students with learning disabilities to make progress in the general curriculum.

**MUE 515 Building Classroom Communities****(3 Cr.)**

This course explores the creation of a classroom community that meets the needs of all students, including learners with disabilities and learners with diverse backgrounds. This encompasses a history of special education and major legal requirements, including definitions and causes of disabilities. As the meaning of learning differences is examined, the influence of cultural and linguistic diversity within classroom communities is emphasized.

**MUE 518 Social Studies for Special Educator****(2 Cr.)**

In this course, teacher candidates will learn how to use a variety of strategies to help students with special needs be successful in the social studies classroom. Teacher candidates will have the opportunity to research the current state of social studies as it relates to students with special education needs, participate in collegial discussions regarding theory and practice in inclusive social studies classrooms, and develop state standards-based curricula and resources to implement within their schools.

**MUE 521 Math Methods for Special Educators****(2 Cr.)**

This course will provide the student with the foundation for understanding math concepts covered in K-12 classrooms and ways to help students understand the whys as well as the algorithms used to be successful in mathematics. Teacher candidates will learn how to use a variety of strategies to help students be successful in the math classroom.

**MUE 522 Identifying and Supporting Children with Learning Disabilities****(3 Cr.)**

This course provides basic theoretical and practical approaches to the identification and instruction of students with learning disabilities. Historical foundations, major theoretical approaches, and current issues in the field of learning disabilities are examined. Formal and informal tools and procedures used to assess students suspected of having specific learning disabilities are explored. Characteristics of students with learning disabilities and related teaching strategies are described. Corequisite: Praxis I.

**MUE 523 Field Experience II****(2 Cr.)**

Teacher candidates will work to establish a classroom community that is positive and conducive to learning for all participants. In addition, teacher candidates will focus on supporting the varying social and behavioral needs of the students.

**MUE 524 Adaptations for Students with Learning Disabilities****(3 Cr.)**

This course includes a study of the curriculum content, instructional methodologies, and instructional materials appropriate for students with learning disabilities. Teaching and learning strategies in the areas of reading, mathematics, communication, and social skills development for students with specific learning disabilities are reviewed and practiced. An understanding of the processes, strategies, and interpersonal dynamics involved in curricular adaptation to meet the needs of students with LD who receive instruction in general education classroom is promoted.

**MUE 525 Supporting Individual Student Needs****(3 Cr.)**

Teacher candidates will learn about classroom level strategies to support and enhance the learning and behavior of students with disabilities and other learning differences. This will include examination of the current environment in relationship to student needs and strategies for crisis intervention. The use of functional behavior assessment (FBA) to assess and interpret students' behaviors will be practiced.

**MUE 530 Student Teaching in Urban Settings****(4 Cr.)**

Student teaching provides half-day, full-semester opportunities for student teachers in pre-K-8 urban settings under supervision within a candidate's targeted area(s) of certification. Focus will be on the practices and roles of the beginning classroom teacher in a diverse, global world. Lab Fee Required.

**MUE 531 Student Teaching in the Bilingual Classroom  
(2 Cr.)**

This course provides teacher candidates with an opportunity to teach in a bilingual classroom with guidance from a mentor. This experience focuses on the practices and roles of the beginning bilingual classroom teacher in a diverse, global world. Lab Fee Required.

**MUE 532 Student Teaching in Urban Settings II  
(2 Cr.)**

Student teaching provides full-day opportunities to student teach in pre-K-8 urban settings under supervision within the students' targeted area(s) of certification. Focus is on the practices and roles of the beginning classroom teacher in a diverse, global world.

**MUE 533 Field Experience III  
(1 Cr.)**

In this field-based course, teacher candidates will articulate a personal philosophy of special education; demonstrate their ability to involve students and their families as active participants in the educational team; teach essential concepts, vocabulary and content across the general curriculum; and modify the pace of instruction for students.

**MUE 534 Student Teaching in the Bilingual Classroom II  
(1 Cr.)**

This course provides teacher candidates with an opportunity to teach in a bilingual classroom with guidance from a mentor. This experience focuses on the practices and roles of the beginning bilingual classroom teacher in a diverse, global world.

**MUE 540 Seminar in Urban Education I  
(3 Cr.)**

This course is designed to prepare teacher candidates to build a community of learners while considering a wide range of academic, social, and emotional differences among pre-K-12 students. Instructional strategies that promote appropriate individual and group behavior, classroom techniques that effectively respond to inappropriate behaviors, and classroom methods that deal with the needs of "at-risk" students and those with severe behavior problems will be addressed. Prerequisite: Passing scores in PPST required. Corequisite: Praxis I. Lab Fee Required.

**MUE 542 Seminar in Urban Education II  
(3 Cr.)**

This course is designed to prepare teacher candidates to build a community of learners while considering a wide range of academic, social, and emotional differences among pre-K-12 students. Instructional strategies that promote appropriate individual and group behavior, classroom techniques that effectively respond to inappropriate behaviors, and classroom methods that deal with the needs of "at-risk" students, second-language learners and students with severe behavior problems are addressed.

**MUE 543 Student Teaching: Urban Special Education  
(2 Cr.)**

In this field-based course, teacher candidates will demonstrate their ability to meet the needs of individuals with special needs. Lab Fee Required.

**MUE 544 Seminar in Urban Education III  
(2 Cr.)**

This course continues to build on the elements included in Seminars I and II. Using this knowledge, teacher candidates will establish networks, resources and tools for continuing to grow as urban educators. Teacher candidates will have the opportunity to participate in interactive presentations and role-plays, listen to urban principal and teacher panels, and fulfill the community service learning component.

**MUE 545 Supporting Students in the School Environment  
(3 Cr.)**

In this course teacher candidates will learn about strategies to support and enhance the academic and behavioral success of students with disabilities in the school and larger community. This will include consideration of primary, secondary, and tertiary preventative interventions. Interventions such as classroom management, Response to Intervention (RtI) as a means

of addressing challenging student behavior, and the use of the Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP) process will be addressed. As teacher candidates examine these strategies, they will consider culturally responsive interventions and factors that influence the overrepresentation of learners from culturally and linguistically diverse backgrounds in programs for students with disabilities.

### **MUE 549 Technology Based Statistics for Educators**

**(2 Cr.)**

This course provides an introduction to basic descriptive and inferential statistics. The emphasis is on the roles such procedures play in interpreting research and the possible application of these procedures to the educational environment. Technology will be used to develop understanding of these statistics.

### **MUE 555 Collaborating with Families and Communities**

**(3 Cr.)**

This course focuses on collaboration and communication skills necessary for special educators to work in partnership with parents, paraprofessionals, other school team members, and community agencies to plan, implement, and evaluate educational programs. Teacher candidates will learn to apply these skills in transition planning as program considerations and legal requirements for transition as a life-long process will be highlighted.

### **MUE 565 Formal and Informal Assessment**

**(3 Cr.)**

In this course teacher candidates will learn the use and interpretation of both norm-referenced standardized tests and informal assessment strategies for varied purposes, including eligibility decisions and ongoing classroom assessment. Assessment in varied areas (e.g. academic, social, behavioral, environmental) is examined and legal requirements stressed.

### **MUE 590 History and Politics of Bilingual Education**

**(3 Cr.)**

Students will reflect upon current teaching philosophy in relation to language acquisition and maintenance. Students will explore the history and theories of bilingual education as a method of instruction. This course examines the history behind current politics, policy and public attitude affecting bilingual education as well as the evolution of policy and practice in the United States. General public perception and attitudes and their effect on classroom practice are examined and discussed.

### **MUE 592 Applied Linguistics**

**(3 Cr.)**

Students will be provided an introduction to the study of linguistics including its application to teaching in K-12 multicultural/bilingual classrooms. The course looks at first- and second-language acquisition, with a focus on the understanding of the application of linguistic principles as they apply to Language Learners in the context of the bilingual/bicultural classroom. Students will study the pragmatics of the classroom, phonetic orthography to represent sounds, phonological analysis, morphophonological analysis as well as identify the structure of basic English and Spanish phrases, clauses, and sentences.

### **MUE 594 Culture, Language and Education**

**(3 Cr.)**

Throughout this course students will examine theories and methods used in the bilingual/bicultural classroom and their application to content-area teaching as well as language acquisition. Students will discuss and implement the integration of culture and language in content-area teaching in both English and Spanish in order to facilitate learning. Students will develop an understanding of different program models and their effectiveness in the education of bilingual students. Candidates also will apply knowledge to implement the use of instructional materials and activities that are appropriate and effective for the education of bilingual students.

### **MUE 596 Bilingual Methods and Assessment**

**(3 Cr.)**

This course, taught in both English and Spanish in order to foster the command of both languages in the context of the classroom, discusses methods and models of bilingual education. Various techniques implemented for instruction and language development will be discussed. Materials used in the bilingual classroom as well as the adaptation of materials will be examined. There is a focus on the measurement and assessment of language/bilingualism as well as content-area assessment as it pertains to the bilingual/bicultural child. Particular attention will be given to testing both in the classroom and at the district/state levels.

### **MUE 602 Connecting Assessment and Instruction for Students with Learning Disabilities**

**(1 Cr.)**



This course is designed to further educators' understanding of assessment tools that can be used to guide instruction and measure growth.

### **MUE 603 Introduction to Case Study Research**

**(2 Cr.)**

This course is designed to introduce students to case study research. Students will learn about the purpose of this form of research as well as explore multiple designs of case studies. As part of the requirements for this course, students will plan their own research project and write a proposal to be submitted to the Institutional Review Board.

### **MUE 606 Introduction to Research**

**(2 Cr.)**

In this course, students will be introduced to the research process. They will draft their literature review and submit their IRB proposal.

### **MUE 614 Teacher Research**

**(2 Cr.)**

In this course, students will be introduced to the research process. They will draft their literature review and submit their IRB proposal for their action research process.

### **MUE 616 Case Study Research**

**(1 Cr.)**

Action research is defined as working in an authentic educational context with an authentic task that is both implemented and evaluated. The purpose of this course is to refine students' problem-solving abilities while providing hands-on experience in classrooms and schools. It is a requirement for the completion of the degree.

### **MUE 620 Case Study Research**

**(2 Cr.)**

This course is an opportunity to engage in one-on-one or small-group classroom research. Case study research is used to study a phenomenon systematically. Case studies are often used when it is impossible to separate the variables from their context. The end product of a case study is a rich description of the case studied. The purpose of this course is to refine each student's ability to engage in the cycle of teaching involving assessment and instruction based on student needs. It is a requirement for the completion of the Master of Arts degree.

### **MUE 630 Assessment and Instruction in Literacy II**

**(3 Cr.)**

In this course, students will work one-on-one with a grade 1-12 student who has been identified as a student with special educational needs. Graduate students will pre-assess the student, plan and implement an intervention, and post test. The end product of this course is a case study that includes rich description of the participant studied. The purpose of this course is to refine students' ability to engage in the cycle of teaching involving assessment and instruction based on student needs.

## **Language and Literacy**

### **RL 502 Issues of Diversity in Literacy Classroom**

**(3 Cr.)**

This is a reading- and writing-intensive course that engages class participants in reading, reflection, discussion, and written response to issues of diversity in the context of literacy. In this course, students read and examine narrative and expository literature to gain multiple perspectives on issues of diversity in language and literacy development. The purpose of the selected course readings is to generate a variety of ideas and questions. As students talk about ideas and issues or pose questions, it is ideas that are open to challenge—not individuals. It is essential that students feel comfortable enough to explore the multiple perspectives in themselves to examine the connectedness of literacy, language and identity.

### **RL 507 Emergent Literacy**

**(3 Cr.)**

This course introduces students to topics in fields related to the needs of beginning readers and writers. Students examine, discuss, and apply their knowledge of the following topics: language and literacy development, appropriate practices to meet the diverse language and literacy needs of young children, and assessment of language and literacy development.

### **RL 509 Practicum: Assessment and Instruction of Literacy Difficulties**

**(3 Cr.)**

This course provides a field-based experience for students to apply tools and strategies to support literacy development that have been learned thus far in the program. Students work with struggling readers and writers, assessing their strengths,



interests and needs, and then planning and implementing appropriate instruction to address the learners' specific challenges. Prerequisite: Enrollment is contingent upon successful completion (grade of C or better) of all courses and benchmarks listed on the program calendar that take place before the practicum..

**RL 510 Language, Cognition and Literacy  
(3 Cr.)**

This course includes examination, discussion, and application of linguistic and learning differences as applied to the relationship among language, cognition, and literacy.

**RL 516 Supervision of PreK-12 Literacy Programs  
(3 Cr.)**

This course is designed to prepare literacy leaders for the responsibilities involved in the implementation of a K-12 literacy framework. Guidelines are provided for supporting leaders through the change process: determining district literacy needs, selecting sound instructional materials and technology, developing implementation and staff development plans, creating effective literacy coaching strategies, and establishing accountability mechanisms to monitor literacy program effectiveness. Students construct a professional development plan to prepare for their personal growth as future literacy professionals.

**RL 517 Literacy Development in the Content Area  
(3 Cr.)**

This course focuses on the role of the middle/secondary school teacher in developing strategic learners. Students learn strategies for teaching children how to use disciplinary text-based literacies to understand and use information.

**RL 519 Word Recognition  
(2 Cr.)**

This course is designed to examine effective word identification, spelling, and writing instruction. Students will examine research and theory in this course, but it is closely tied to classroom instruction and to the content of the rest of the program. Discussions and work sessions focus on phonological awareness instruction and activities, phonics instruction, strategies for integrating word study with literature, and assessment. Spelling instruction is necessarily integrated.

**RL 524 Literacy Seminar I  
(1 Cr.)**

This course is designed to add to the body of knowledge and strategies used in an exemplary literacy program. Participants will gain an understanding of how the 'scaffolding' model of teaching and learning can enhance and lead to higher achievement in student learning. Each seminar will focus on a specific literacy teaching practice that is grounded in research and applied in the classroom. Participants will reflect on these practices, create a model lesson and apply it in their classrooms. Through collegial dialogue, teachers will share their lessons, identifying strengths and next steps for improvement.

**RL 550 Readings and Research in Literacy and Language Disability  
(3 Cr.)**

This course examines experimental, descriptive, and ethnographic research related to literacy instruction in the classroom setting. Course content also addresses diagnosis of and instruction for children with difficulties in literacy development. Seminar goals stress the interpretation of research, the formation of a personal philosophy and the creation of a model of the reading or writing process.

**RL 552 Action Research  
(3 Cr.)**

This course provides an opportunity for students to engage in classroom action research. Action research is defined as working in an authentic educational context with an authentic task that is both implemented and evaluated. The purpose of this course is to refine students' problem-solving abilities while providing hands-on experience in classrooms and schools. It is a requirement for the completion of the Master of Arts degree.

**RL 554 Issues in Literacy  
(1 Cr.)**

This course explores current issues in literacy instruction. Students will explore a current issue in depth and formulate a research-based position statement.

**RL 558 Reading and Writing with Children  
(3 Cr.)**

This course is designed to examine effective, diverse reading and writing instruction and assessment. Students examine research and theory in this course, as well as consider how they plan to incorporate the reading of literature into instruction and assessment and how to design writing programs.

**RL 559 Comprehension  
(3 Cr.)**

This course is an in-depth study in the area of comprehension. Students read cognitive and sociocultural theories related to comprehension development as well as learn about diverse contexts for comprehension instruction. Students examine and reflect on their own comprehension instruction.

**RL 560 Language, Literacy and Learning  
(4 Cr.)**

This course includes examination, discussion, and application of linguistic and learning differences as applied to the relationship among language, cognition, and literacy. As a part of this study, students will be introduced to topics in the fields related to the needs of beginning readers and writers including: 1) language and literacy development, 2) appropriate practices to meet the diverse language and literacy needs of young children, 3) assessment of language and literacy development.

**RL 561 Language, Literacy and Learning Within and Across the Disciplines  
(4 Cr.)**

This course focuses on the role of the middle/secondary school teacher in developing strategic learners. Students will learn strategies for teaching children how to use disciplinary-based literacies to understand and use information.

**RL 563 Assmt and Instruct Word Knowledge  
(2 Cr.)**

This course is designed to examine literacy assessments and instruction in phonological awareness, word recognition (sight words and phonics), and spelling/writing. As a part of this study students are introduced to topics in the field related to the developmental stages of word recognition for emergent readers through advanced readers. Research and theory will be examined and closely tied to classroom assessment and instruction.

**RL 564 Literacy Assessment  
(2 Cr.)**

This course is designed to examine informal and formal literacy assessments. Students are introduced to an Informal Reading Inventory (IRI) and two standardized (norm-referenced) assessments; in addition, students will be taught how to administer assessments, score them, interpret them, and make appropriate instructional recommendations based on the results. Research and theory will be examined and closely tied to classroom assessment and instruction.

**RL 565 Meeting Literary Needs at the Advanced and Developing Stages  
(4 Cr.)**

This course focuses on the role of the upper elementary / middle / secondary school teacher in developing readers and writers that are becoming more advanced literacy learners. Students will learn about comprehension development and instruction, writing development and instruction, as well as methods for literary learning and expository text based discussions.

**RL 580 Program-based Research  
(1 Cr.)**

This course is designed for graduate students who have completed the RLD program and wish to earn their 17 Reading Specialist license. In the course, students will implement aspects of their needs-based district literacy proposal in their school setting. Students will work individually with an adviser to complete this project.

**RLA 542 Integrating Children's Literature Across the Curriculum  
(3 Cr.)**

Trade books are being used in many classrooms today as tools intended to enrich the curriculum and make learning meaningful. In this course, students investigate the possibilities and limitations of this trend as they read widely within the world of children's and adolescent literature and plan ways to successfully integrate it into multiple subject areas.

**RLA 543 K-12 Literature and Learning with Multimedia Texts  
(4 Cr.)**

This course is designed to explore the role of literature and multimedia texts in literacy development, that is, to teach young adults and elementary children to use literature and multimedia texts for personal and academic interests. Trade books are

being used in many classrooms today as tools intended to enrich the curriculum and make learning meaningful. In this course, students investigate the possibilities and limitations of this trend as they read widely within the world of children and adolescent literature and plan ways to successfully integrate it into multiple subject areas. Its immediate focus is on the examination of genres, authors, subjects, literary devices, issues, themes and future trends of children's and young adult literature. Its broader focus is on helping library media specialists understand theory and practices regarding reader response to print and multimedia texts and its contribution to literacy development, higher-level thinking, and learning. In understanding theory and practices, Library Media Specialists can better support teacher-initiated classroom learning and complement classroom activities with programs and activities in the media center.

### **RLA 544 Literature for Children**

**(2 Cr.)**

This course explores how literature can be used to teach children, ages 5-11, to use reading for personal and academic interests. Class activities examine the genres, authors, illustrators, writing styles, subjects and themes in children's literature in preparing teachers to be selectors, recommenders, presenters and discussion leaders of classic and contemporary literature.

### **RLA 545 Literature for Adolescents and Young Adults**

**(3 Cr.)**

Students will explore how literature can be used to teach young adults how to use the reading/language arts for personal and academic interests. Course activities examine the genres, authors, subjects, literary devices, issues, themes and future trends of adolescent literature, as well as examine the use of discussion, bibliotherapy, writing and techniques appropriate for guiding young adults' interactions with classic and contemporary literature.

## **Literacy and Learning Disabilities**

### **RLD 557 Literary Assessment and Strategies for the Special Educator**

**(3 Cr.)**

The content of this course is designed to acquaint special educators with techniques for informal literacy assessment and effective instruction through literacy strategies in the areas of accuracy, fluency, and comprehension. Related topics include planning appropriate instruction for students experiencing literacy difficulties and communication with parents and professionals.

## **Special Education**

### **SED 505 Benchmark II Portfolio II**

**(0 Cr.)**

Students in the Master of Arts in Special Education program are required to submit two benchmark experiences prior to student teaching. The benchmark experiences are used to assess students' understanding of the 10 Wisconsin Standards for Teacher Development and Licensure and for students to submit a teacher candidate portfolio as required by the Wisconsin Department of Public Instruction.

### **SED 541 Practicum: Middle Childhood-Early Adolescent**

**(3 Cr.)**

This culminating clinical field experience offers a practicum experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for elementary-middle school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing extended certification. Prerequisite: Praxis II, Foundations of Reading Test.

### **SED 542 Practicum: Early Adolescent-Adolescent**

**(3 Cr.)**

This culminating clinical field experience offers a practicum experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for middle-secondary school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing extended certification. Prerequisite: Praxis II, Foundations of Reading Test.

### **SED 551 Thesis**

**(6 Cr.)**

This course covers research in an area of the student's choice under the direction of a research adviser. This course is offered for students pursuing a master's degree. Prerequisite: CED 549 and consent of the instructor.

### **SED 556 Introduction to Action Research**

**(3 Cr.)**

This course is an opportunity to design and conduct action research. Action research is defined as research in an authentic educational context in which an authentic task is implemented and evaluated. The purpose of the action research experience is to refine students' problem-solving abilities while providing hand-on experience. Prerequisite: CED 549 and consent of instructor.

**SED 557 Implementation of Action Research****(1 Cr.)**

Students will conduct action research and complete a written document. Action research is defined as research in an authentic educational context in which an authentic task is implemented and evaluated. The purpose of the action research experience is to refine students' problem-solving abilities while providing hands-on experience. Prerequisite: SED 556.

**SED 577 Cross-Categorical Student Teaching: Middle Childhood-Early Adolescent****(4 Cr.)**

This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for elementary-middle school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing initial certification. Please note: Due to upcoming program revisions, this course will only be available to students admitted to the program prior to Fall 2011. Prerequisite: Departmental approval.

**SED 579 Cross-Categorical Student Teaching: Early Adolescent-Adolescent****(4 Cr.)**

This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for middle-secondary school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing initial certification. Please note: Due to upcoming program revisions, this course will only be available to students admitted to the program prior to Fall 2011. Prerequisite: Departmental approval.

**SED 612 Student Teaching Middle Childhood-Early Adolescence****(6 Cr.)**

This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for elementary-middle school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing initial certification. Prerequisite: SED 611, Praxis II, Foundations of Reading Test.

**SED 613 Student Teaching Early Adolescence-Adolescence****(6 Cr.)**

This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for middle-secondary school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing initial certification. Prerequisite: SED 611, Praxis II, Foundations of Reading Test.

**SED 618 Student Teaching Middle Childhood-Early Adolescence****(4 Cr.)**

This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for elementary-middle school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing extended certification. Prerequisite: Department approval, SED 611, 3.0 GPA with no grade lower than B-.

**SED 619 Student Teaching Early Adolescence-Adolescence****(4 Cr.)**

This culminating clinical field experience offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for middle-secondary school level students with cognitive disabilities, learning disabilities and/or emotional/behavioral disabilities. This experience is offered to candidates pursuing extended certification. Prerequisite: Department approval, SED 611, 3.0 GPA with no grade lower than B-.

**SEDU 520 Portfolio Seminar****(1 Cr.)**

The purpose of SEDU 520 is to provide teacher candidates/teachers an opportunity to demonstrate their progress in acquiring developing competencies of teaching and their readiness to proceed to student teaching through the creation of a

professional portfolio (Portfolio II). Portfolio II is conducted at the conclusion of the advanced coursework and field experiences and measures developing competencies in the InTASC Model of Core Teaching Standards. Students seeking special education certification also will show developing competencies in the CEC Initial Preparation Standards. During the Portfolio II Assessment, each teacher candidate/teacher will complete two parts: 1) upload artifacts for the verification of common criteria for planning, instruction and assessment, and 2) skills and dispositions that will include an oral presentation in the form of a Socratic Seminar, a collection of artifacts that provide evidence of competency in the InTASC and CEC standards, a preparedness reflective essay, a student teaching goal, and Field III Pathway Evaluations completed by the cooperating teacher and the university supervisor.

### **SEDU 550 Student Teaching: Middle Childhood to Early Adolescence**

**(2 Cr.)**

This course offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for middle childhood to early adolescent students with special education needs. The integrated discussion of professional issues and problem solving using current practicum problems and the integration of theory and practice occurs online during the student teaching experience. Students are graded using the Pathway and seminar activities, which become the final portion of their portfolio. Prerequisite: SED 505, Praxis II, Foundations of Reading Test.

### **SEDU 555 Student Teaching: Early Adolescent to Adolescent**

**(2 Cr.)**

This course offers a supervised student teaching experience in assessment, evaluation, IEP development and implementation, and individual and group teaching in a setting for early adolescent to adolescent students with special education needs and the related student teaching seminar. The integrated discussion of professional issues and problem solving using current practicum problems and the integration of theory and practice occurs online as the seminar portion during the student teaching experience. Students are graded using the Pathway and seminar activities, which become the final portion of their portfolio. Prerequisite: SED 505, Praxis II, Foundations of Reading Test.

### **SEDU 556 Introduction to Action Research**

**(3 Cr.)**

This course is an opportunity to design and plan for conducting action research. Action research is defined as research in an authentic educational context in which an authentic task is implemented and evaluated. The purpose of the action research experience is to refine students' problem-solving abilities while providing hands-on experience.

### **SEDU 557 Implementation of Action Research**

**(1 Cr.)**

Students will carry out action research, complete a written document and present their findings to a panel. Action research is defined as research in an authentic educational context in which an authentic task is implemented and evaluated. The purpose of the action research experience is to refine students' problem-solving abilities while providing hands-on experience.

Prerequisite: SEDU 556.

### **SEDU 604 Student Teaching Seminar**

**(2 Cr.)**

This course supports the teacher candidates/teacher in special education during the student teaching experience using the School of Education Program Framework for Teacher Effectiveness and the InTASC Core Teaching and CEC Standards. Teacher candidates/teachers will create a portfolio which demonstrates proficient performances, skills and dispositions for all standards.

# DISTRICT ADMINISTRATOR

The District Administrator Licensure Program leads to certification for the district administrator (superintendent) license in the state of Wisconsin.

The 21-credit District Administrator Licensure Program is delivered in an accelerated, cohort model. A cohort is composed of 10-12 students taking courses together and moving through the program as a group over 14 months. Classes typically meet on weekends which enable students to pursue this licensure while simultaneously continuing their careers. The faculty is a mix of doctoral faculty, and practicing and retired superintendents.

## PROGRAM FORMAT

The program is designed for the practicing school administrator who aspires to district leadership as a superintendent or assistant superintendent. The typical cohort is made up of principals, assistant principals, directors of instruction, directors of pupil services, business managers, or other roles that provide a strong basis for the potential of district-level leadership. The cohort model provides a diverse forum for discussion and a rich, on going professional environment for learning.

Study teams are developed within each cohort to provide additional study and preparation time and to extend the professional conversation. Study teams typically meet between class sessions at a time and place mutually agreed upon by the members of the team. A practicum of several months will provide each student with superintendent experiences under the guidance and supervision of a practicing superintendent and a Cardinal Stritch University supervisor.

A new cohort begins each September and moves through the seven-course, 21-credit program in 14 months. The coursework and practicum experiences build on those skills gained in a master's degree program and the professional experiences of the students. Emphasis is placed on effective, moral leadership from the superintendent perspective with district economics and finance, working with the school board, leading the learning organization, and a thorough understanding of the standards for teachers and administrators.

A structured practicum experience is created for each student in cooperation with his/her superintendent and a representative from the Cardinal Stritch University faculty, usually a veteran or retired superintendent. The practicum will provide the full range of experiences so the student is familiar with the superintendent role in all of its leadership aspects. The DPI Administrator Standards serve as a guide for the practicum.

## CERTIFICATION INFORMATION

District administrator students who have an immediate need for a license are eligible for a *provisional* district administrator license at the start of the program. All students are eligible for the five-year *professional* district administrator license at the completion of the program. Note that a district administrator license requires administrative certification as a principal as a prerequisite.

## PROGRAM REQUIREMENTS

Students who complete the District Administrator Licensure program and who aspire to a doctoral degree, may transfer the 700-level credits into the Doctoral Program at Cardinal Stritch University, providing an efficient, dual use of the coursework. Note: Licensure Program students need to apply separately to the Doctoral Program and go through the selective admission process.

Doctoral students who want to achieve the District Administrator license need to complete ED 760, The Superintendency, ED770, Economics and Finance, and the Practicum experience to be eligible for the license.

### Grading

The District Administrator Licensure program uses the same grading assessments as the doctoral program. Students are assessed as High Pass/Pass/Incomplete/Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an A, Pass is equivalent to a B and Fail is equivalent to an F. The program uses rubrics based on course and program outcomes as assessment guides.

## ADMISSION REQUIREMENTS

To qualify for admission to the District Administrator licensure program at Cardinal Stritch University, students must have:

- Three years of administrative experience in K-12 schools
- Master's degree from a regionally-accredited college or university in the field of education
- A grade point average of 3.5 on a 4.0 scale in master's coursework



- Three structured references
- A current administrative license: Director of Instruction, Principal, Business Manager, or Director of Pupil Services
- Current resume

## LICENSURE REQUIREMENTS

A student is a candidate for District Administrator licensure when:

- All superintendent coursework has been successfully completed.
- Practicum Experience has been successfully completed.
- All financial obligations incurred with the University have been met.
- Obtain recommendation of the program chair.

## COURSE DESCRIPTIONS

### ED 760 The Superintendency

(3 Cr.)

This course explores the skills, knowledge, and dispositions essential to perform effectively as a 21st century school district administrator. Students will analyze and evaluate theories, strategies, and practices embraced by high-performing superintendents, with emphasis placed on the role of district leadership in effectuating change to improve schools and student achievement. The instructor draws upon the background and experiences of superintendency students, as well as current research on change and learning theories, to examine how the superintendent can maximize educational, political, and managerial leadership.

### ED 770 School Finance and Economics

(3 Cr.)

This course provides an overview of the Wisconsin School Finance System and provide theoretical and practical knowledge to enable a superintendent to successfully fulfill leadership responsibilities regarding finance and business operations of the school district. The course specifically addresses the following ISLIC Standards:

- Standard 3 – The school administrator is an educational leader who promotes the success of all students by ensuring management of the organization’s operations and resources for a safe, efficient, and effective learning environment.
- Standard 4 – The school administrator is an educational leader who promotes the success of all students by collaborating with family and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Standard 5 – The school administrator is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner.
- Standard 6 – The school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- Standards 1 and 2 – “Facilitating Shared Vision” and “Sustaining Culture and Instructional Program” will be indirectly supported through development of leadership competencies addressed in the course.

The emphasis of this course is on the Wisconsin System of School Finance, the Wisconsin School Budgeting Cycle, and business and operations functions of the school district. Attention will be focused on the theoretical and practical knowledge necessary to address school district financial requirements as well as political aspects by creating community understanding and support for the financial operations of the district.

### ED 771 Leadership Development Seminar

(1 Cr.)

During this course, students will complete a detailed portfolio that demonstrates knowledge, skills, and dispositions of effective instructional practices based on the Wisconsin Teacher Standards. Students will complete an Administrative Standards Assessment and reflective analysis. Students will create a Personal Leadership Presentation, maintain a log of Superintendent-level Practicum Experiences and participate actively in a professional cohort network.

### ED 772 Superintendency Seminar

(2 Cr.)

During this course, the last in the sequence, students will complete a final portfolio that demonstrates knowledge, skills, and dispositions of the Wisconsin Administrative Standards. Students will draft a Professional Development Plan (PDP) based on the requirements of the DPI and PI 34. Students will consider their own progress in leadership development as determined by completing an Administrative Standards Inventory and considering their unique practicum experiences. They will address perceived program/personal professional gaps and address means to close them, and participate in development utilization of



an online School Leadership Network to advance the cohort's knowledge and skill and to remain connected after course completion. Students will create a Personal Leadership Presentation and develop a working mentor relationship with a superintendent or district-level staff person to advance knowledge, skills, and practice emphasizing those areas of perceived need.

**ED 774 Leadership Perspective of the Nature and Nurture of Learning**

**(2 Cr.)**

This course is the companion seminar to ED 776 in the Learning Systems segment of the District Administrator Licensure Program. ED 774 actively engages current research and theory to promote leadership perception of behaviors that favorably influence learning in individuals and organizations. Seminar participants will construct knowledge about the nature and nurture of learning aligned to learning standards and assessments. They will also examine the role of leaders in learning systems and relationships thereof to the Wisconsin Administrator Standards. Prerequisite: Admission to District Administrator Licensure Program.

**ED 776 Leadership in Planning, Facilitating and Assessing Learning**

**(2 Cr.)**

ED 776 is the companion seminar to ED 774 in the Learning Systems segment of the District Administrator Licensure program. In this course, students will learn current research and theory to advance leadership perspective of the articulation of learning standards, assessments, and practices in learning systems. Seminar participants will construct knowledge of the nature and alignment of learning, learning standards, and learning assessments. They will also examine the role of leaders in learning systems and relationships thereof to the Wisconsin Administrator Standards.

# DOCTORATE IN LANGUAGE AND LITERACY (PH.D.)

Literacy is a process by which language is used and information is acquired, communicated, integrated, and applied for different purposes. Literacy is defined as reading, writing, listening, speaking, and viewing within a variety of cultural, historical, social, and institutional settings. In an era of rapid and dramatic social change, the significance of literacy has accelerated. Global communication, the Internet, and public policy are creating new forms of literacy such as digital media and placing new demands on the literate population. The goal of this program is to develop literacy leaders who understand theoretical, instructional, and cultural models of literacy and who use their knowledge to service literacy acquisition, development, and instruction at a global, community, school, and personal level. It will lead students to visualize new trends in literacy education by balancing theory and pragmatics to support informed, systemic change. Students will acquire understanding of and familiarity with a wide range of perspectives but each student will develop a specific interest or a particular area of specialization within the field of literacy.

The expected outcomes of the program are as follows: Students will:

- Critique and apply neurocognitive, linguistic, cognitive, and sociocultural models of literacy as solutions to contemporary literacy issues in four general areas: Oral and written language development; phonological processes; lexical and semantic comprehension processes; and sociocultural influences on literacy.
- Summarize, compare and evaluate theoretical and instructional perspectives in relation to current literacy issues.
- Articulate and apply program content to classroom, district, and community contexts.
- Construct literature reviews on selected literacy topics.
- Evaluate and implement multiple ways of designing and collecting data at a classroom, district and community level.
- Summarize, analyze and design descriptive/qualitative and experimental/quantitative research formats.
- Design, implement, and evaluate dissertation research that advances the literacy knowledge base

The Doctorate of Philosophy in Literacy and Language is a logical extension of Stritch's commitment to live and promote the Franciscan Values of peacemaking, community, caring, and hospitality. The doctoral program takes these values one step further, to embrace the spirit of a dream St. Francis had in which God directed him to "Rebuild my church." More specifically, the program involves the Stritch community to empower men and women with leadership skill, cutting-edge knowledge, and opportunities for responsible social reconstruction within local, regional, and global communities.

## STUDENT POPULATION

The program is designed for mature professionals with substantial experience in teaching, program development, administration, and/or staff development who wish to earn the doctorate in four to five years. Students may undertake the program without having to relinquish full-time employment or change their residence. In essence, the program is designed to facilitate the development of practical and effective leaders for broader communities.

## COURSEWORK

Students complete a 60-credit course sequence in three years. The maximum time limit for completing the program including the dissertation is seven years. Students continuing dissertation scholarship beyond the three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee and to have access to the University resources for research.

## WEEKEND SEMINARS

The fall/spring curriculum sequence provides a six-semester series of weekend academic seminars supported by study team sessions. Doctoral classes meet one weekend per month (Friday night, Saturday, and Sunday afternoon) September through April. They meet for four weekends over the summer months.

## STUDY TEAMS

Students enroll in a cohort group and move through the program as a unit. Study teams are an integral part of the doctoral program educational model. The groups meet regularly outside of scheduled course times and function as mutual support mechanisms. Study team members make the commitment to work together both in and outside of class and assist each other in meeting the objectives and outcomes of the course through a shared learning environment.

## GRADING

Doctoral courses will be assessed High Pass/Pass/Incomplete/ Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an A, Pass is equivalent to a B and Fail is equivalent to an F.

## **TECHNOLOGY COMPETENCY**

Enrollment in the doctoral program requires competency in the use of electronic media to facilitate efficient and environmentally conscious communication among constituents regardless of location. Students will be expected to have access to a personal computer for E-mail, word processing, spreadsheets, and graphic displays, and the use of the Internet for research and networking.

## **READING TEACHER CERTIFICATION/ READING SPECIALIST LICENSE**

An optional 316 Reading Teacher certification and 17 Reading Specialist license from the Wisconsin Department of Public Instruction is available with additional coursework depending upon prior experience of the student and is subject to approval by the Department of Public Instruction. This will be handled on an individual basis. Successful completion of the Wisconsin Foundation of Reading Test is required in order to apply for certification (passing score is 240).

## **ADMISSIONS REQUIREMENTS**

To be considered for admission into the program, students must submit:

- A resume that documents formal education, professional work experience, honors, achievements, and activities related to education.
- Official transcripts from all post-secondary colleges/universities attended, including evidence of master's degree completion
- Cumulative grade point average of 3.5 on a 4.0 scale in master's coursework
- Three recommendations
- Formal essay with a maximum of six double-spaced pages. The essay is an essential aspect of the admission process.

## **GRADUATION REQUIREMENTS**

A student is a candidate for the Ph.D. degree when:

- All Cardinal Stritch University coursework has been successfully completed.
- The Dissertation has been accepted and approved.
- The Oral Presentation has been successfully completed.
- All financial obligations incurred with the University have been met.
- All graduate credits applied to the degree have been earned within seven years at the time of graduation.
- Obtain recommendation for graduation from the program chair

## **COURSE DESCRIPTIONS**

### **EDL 703 Research Seminar A (3 Cr.)**

Students will answer the following questions: What is the nature of research? What forms can research take? How can statistics inform the research process? This seminar introduces the process of research. Students will examine various descriptive and experimental research methodologies: case study research, ethnographic research, historical research, survey research, longitudinal and correlational research, and experimental and quasi-experimental research. Students will be introduced to statistical reasoning, descriptive and inferential statistics through one-way analysis of variance and to computer applications for research and statistics.

### **EDL 706 Theoretical Models of Literature and Language (4 Cr.)**

Students will answer the following questions: What are different theoretical models of literacy? How have these been conceptualized and tested? How have they been applied to literacy practice and societal issues? This course focuses on theoretical models of literacy: neurocognitive, linguistic, cognitive and socio-cultural. Students will use the models as scaffolds for investigating the following topics: oral and written language development, phonological processes, lexical and semantic comprehension processes, and socio-cultural influences in literacy.

### **EDL 709 Qualitative Methodology and Design (4 Cr.)**

Students answer the following questions: What are exemplars of qualitative/descriptive studies that have impacted literacy theory and practice? What research is needed to address unanswered research questions? How might I design a prototype of a qualitative/descriptive research study?

### **EDL 712 Current Issues in Assessment**

**(3 Cr.)**

Students will answer the following questions: How is the term "assessment" defined and used in different literacy contexts? How are the constructs of validity and reliability applied to formal and informal assessment instruments? What are the characteristics of valid and reliable assessment? How have educational assessment procedures been influenced by government policy? What are new assessment paradigms and what are their strengths and liabilities? Students will examine a variety of assessment instruments and procedures and critique them according to guidelines for ethical and meaningful assessment.

**EDL 715 Literacy and Language Symposium****(2 Cr.)**

Students will answer the following questions: What are current issues in literacy and language? How do literacy and language theory and research relate to and inform our understanding of these issues? Students will participate in seminar/symposium events that feature literacy and language speakers and focus on literacy and language research, and current issues in literacy and language. Participants will discuss the transformation and organization of literacy and language systems, the advancement of literacy, and the application of literacy and language theory and research to education practice.

**EDL 716 Research in Child Language Disorders Symposium****(2 Cr.)**

Students will answer the following questions: What are current issues in literacy and language? How do literacy and language theory and research relate to and inform our understanding of these issues? Students will participate in seminar/symposium events that feature literacy and language speakers and focus on literacy and language research, and current issues in literacy and language. Participants will discuss the transformation and organization of literacy and language systems, the advancement of literacy, and the application of literacy and language theory and research to education practice.

**EDL 717 Literacy and Language Symposium****(3 Cr.)**

Students will answer the following questions: What are current issues in literacy and language? How do literacy and language theory and research relate to and inform our understanding of these issues? Students will participate in seminar/symposium events that feature literacy and language speakers and focus on literacy and language research, and current issues in literacy and language. Participants will discuss the transformation and organization of literacy and language systems, the advancement of literacy, and the application of literacy and language theory and research to education practice.

**EDL 720 Writing Theory, Practice and Assessment****(4 Cr.)**

In this course, students will examine the nexus between theory and practice in writing in order to answer the following questions: What do we need to know about writing development? What do we need to know about the teaching of writing? What are we doing to assess student writing and what should we be doing differently?

**EDL 722 Instructional Models of Literacy and Language****(4 Cr.)**

Students will answer the following questions: What are different instructional models of literacy? How have these been conceptualized and tested? How have they been applied to literacy practice? Students are oriented to instructional models of literacy as applied in schools and classrooms and will examine how such models define literacy and instruction. Following Garcia and Pearson's (1991) heuristic, students will examine four general instructional approaches: direct instruction, explicit explanation, cognitive apprenticeship, and whole language. They subsequently will use the four approaches as scaffolds for investigating the following topics: oral and written language development; phonological processes; lexical and semantic comprehension processes; and socio-cultural influences on literacy.

**EDL 726 Research Seminar B****(3 Cr.)**

Students will answer the following questions: How does an understanding of inferential statistics inform research and data decision making? This seminar builds upon the content of Research Seminar A. It focuses on elements of design that apply to controlled experimental research. Statistical topics include regression, an introduction to non-parametric statistics and multivariate analysis of variance.

**EDL 731 Quantitative/Experimental Research Methodology/Design****(4 Cr.)**

Students will answer the following question: What are exemplars of quantitative/experimental studies that have impacted literacy theory and practice? Students will study different quantitative/experimental research designs and methodologies that

address the following areas: aspects of oral and written language development, phonological processes, lexical and semantic comprehension processes, and socio-cultural influences on literacy.

### **EDL 736 Mixed Methods Research Methodology/Design**

**(4 Cr.)**

Students answer the following question: What are examples of mixed methods studies that have impacted literary theory and practice? Students study different mixed methods research designs and methodologies that address the following areas: aspects of oral and written language development, phonological processes, lexical and semantic comprehension processes, and socio-cultural influences on literacy.

### **EDL 740 Comprehension**

**(3 Cr.)**

Students will answer the following questions: How has comprehension been defined by literacy theorists and practitioners? What is the relationship of oral and written language comprehension? Students will examine the history of comprehension research including the various ways in which comprehension has been defined. They will evaluate connections between definitions of comprehension and current instructional practices. They will analyze the strengths and weaknesses of methods of assessing comprehension.

### **EDL 746 Sociocultural Models of Literacy**

**(4 Cr.)**

Students will answer the following questions: What are sociocultural models and practice of literacy and how have these been conceptualized and tested? Sociocultural models are viewed through the lenses of the theoretical and instructional models of language and literacy examined in years one and two. Students will examine various lenses and, using these as a scaffold, explore issues in the following areas: 1) discourse, 2) second-language acquisition, 3) critical literacy, 4) visual/media literacy, 5) family literacy, 6) multicultural perspectives, 7) policy and research, 8) literacy and technology, and 9) teacher education.

### **EDL 750 Language Acquisition**

**(4 Cr.)**

Students will answer the following question: how does language influence literacy and learning? The course examines theory and research on language acquisition and linguistic differences. It explores the relationship between language acquisition and literacy development. Students will analyze quantitative and qualitative research informed by the theoretical models presented and discuss implications for literacy practices.

### **EDL 752 Determining the Dissertation Topic**

**(3 Cr.)**

Students will answer the following questions: What is the topic for my dissertation? What theoretical area most interests me? What research offers directions for a dissertation? Which specific area do I want to focus on? What questions do I want to answer? Which methodology is most appropriate?

### **EDL 754 Designing the Dissertation**

**(3 Cr.)**

Students will answer the following questions: Having identified a dissertation topic and question, what research design best fits its implementation? How can I plan a research study that services the issues and/or population for which I am most concerned? The course allows students to plan and design their dissertation and set a timeframe for dissertation completion.

### **EDL 762 Current Issues in Word Knowledge**

**(3 Cr.)**

Students will answer the following questions: How has word knowledge (a.k.a. word identification, word recognition) been defined by literacy theorists and practitioners? What is the relationship of word knowledge to the theories of cognition? How has it been assessed? What happens when word knowledge development varies? Students will examine the various ways in which word recognition has been defined. They will evaluate connections between these definitions and current instructional practices and will analyze the strengths and weaknesses of methods for assessing word knowledge.

# DOCTORATE IN LEADERSHIP FOR THE ADVANCEMENT OF LEARNING AND SERVICE (ED.D. OR PH.D.)

The Doctorate in Leadership for the Advancement of Learning and Service provides advanced study in leadership that prepares graduates to make significant contributions to their organizations and to their communities. Specifically, the program design develops leadership knowledge, skills and attitudes that serve the creation of exceptional learning organizations capable of meaningful service to the common good. The program's ultimate goal is the transformation of individuals and organizations to enhance the quality of life in the greater community prepared to face the challenges of the 21<sup>st</sup> century.

The course of study is designed for educators, other professionals, and researchers representing all disciplines and professions. The doctoral programs at Cardinal Stritch University are active in key decision-making groups affecting the quality of life throughout southeastern Wisconsin, the Midwest, and beyond. Stritch continues to play a leadership role among Franciscan institutions across the country, and throughout the world, for renewing and embodying Franciscan Values.

Both the Doctorate in Leadership for the Advancement of Learning and Service and the Doctorate in Leadership for the Advancement of Learning and Service in Higher Education are natural extensions of Stritch's commitment to live and promote the Franciscan Values of peacemaking, community, caring and hospitality. More specifically, the program prepares men and women with leadership skills, cutting-edge knowledge and community-based opportunities to exercise responsible leadership in their organizations and communities.

## **DISTINCTIONS BETWEEN ED.D. AND PH.D.**

Each doctoral student in the College of Education and Leadership may choose between two degree tracks in the Doctorate in Leadership for the Advancement of Learning and Service—Doctor of Education degree (Ed.D.) or Doctor of Philosophy degree (Ph.D.). The difference between the two degrees is typically summarized in the following manner: The Ed.D. is more application-oriented and the Ph.D. is more research-oriented. However, the difference is more complex than this one statement.

### ***Ph.D.***

- Theoretical foundations of the field
- Application of other foundational or related disciplines
- Research coursework which emphasizes theory building, statistics and research design

### ***Ed.D.***

- Development of specialized practitioner skills
- Application of other foundations and techniques to the field
- Applied research which primarily addresses practitioner problems or questions

The Ph.D. course of study is more focused on research skill courses (sometimes called "methods") than the Ed.D. Therefore, individuals whose future employment may involve planning, conducting and interpreting research should consider the Ph.D. The Ed.D. is designed to be a practitioner's degree and features courses to assist individuals to improve practice in their respective fields and within their communities. Both degrees focus on leadership and are appropriate for individuals who intend to provide influence in their chosen career. While the Ph.D. will require students to acquire a deeper and more specific understanding of the various components of research, both degrees focus on implementation of research, e.g. practical outcomes in the sharing of knowledge.

Graduates of both programs will be prepared to make the world a better place in which to live. Specifically, a deeper knowledge of research enables more community action and publications by our students.

## **THE DISSERTATION**

The dissertation component of the Ed.D. and Ph.D. both require rigid adherence to standards of research methodology while analyzing the data for practical implications in the development of original scholarship. However, the Ph.D. will require more depth in developing the theoretical structure of a research base. In addition, the Ph.D. dissertation will require extended depth of analysis of the data and research, and contain rigorous design procedures. All dissertations must address leadership for the advancement of learning and service, and explicate practical applications implied in the results. The dissertation is fully incorporated into the regular coursework to integrate both course knowledge, theory, and practice.



## **COURSEWORK**

All doctoral students complete the Ed.D. course sequence which is comprised of 63 credits in three years of work. Students selecting the Ph.D. track take an additional 3 credits in theory and research. At the end of the first year of study (May/June), students will decide whether to continue in the Ed.D. track or pursue the Ph.D in leadership degree. Nevertheless, all students remain in their original cohort.

Each student develops an Individual Plan of Scholarship that focuses on knowledge, skills, and character development related to leadership for learning and service. The Individual Plan of Scholarship provides a focusing framework for seminars, independent study, field practice, and research. The plan is developed and assessed through demonstrations of knowledge, skills, and dispositions described in performance indicators. Evidence of progress and proficiency related to the Individual Plan of Scholarship comprise the student portfolios.

## **PH.D. COURSES**

Students who pursue the Ph.D. Track will take at least an additional three credits in Methods, Current Research and Statistics, as appropriate to their dissertation research.

## **STUDENT POPULATIONS**

The program is designed for professionals with present or emerging leadership responsibilities in a variety of learning communities: universities and colleges, business and industry, health care institutions, community organizations, social services, unions, libraries, government agencies, vocational education, staff training programs, consulting organizations, international agencies as well as K-12 public, private and parochial schools. Participants share a common interest in leadership, and may use their own work sites as a focus of graduate study. In essence, the program is designed to facilitate the development of effective leaders across a broad base of communities.

## **COHORT GROUP**

Students enroll in a cohort group with approximately 20-24 members. Each cohort group begins with an introductory seminar. Members of the cohort group support and challenge one another to accomplish goals, study together, collaborate on projects, and teach each other what they learn about leadership through community service and individualized study.

## **STUDY TEAMS**

Each study team is composed of 3-5 students. The study team is responsible for meeting together in a location and time apart from the regularly scheduled seminar meetings. For each seminar, the study team supports individual member's exploration of leadership theory and influences through readings, experiences, case studies, and models. The study team will set its own agenda that meets the needs of its members, documents activities, shares its findings in a seminar session, and evaluates its effectiveness as a model of a learning community.

## **DISTRICT ADMINISTRATOR'S CERTIFICATION PROGRAM**

Students interested in earning the District Administrator's License in Wisconsin will enroll in two additional seminars related to competencies required by the Department of Public Instruction but not incorporated into the doctoral program (The Superintendency and School Finance). An internship in the role of District Administrator may take the place of at least one practica, and a practicing District Administrator may serve as the community mentor for the internship.

## **THE SUMMER INSTITUTES**

The summer curriculum sequence is comprised of a Leadership in Learning and Service Institute series over three years. Each Institute provides focused seminar study of current leadership research, theory and practice. Introductory seminars to the doctoral study and research are integrated into a conference-style atmosphere with numerous speakers, facilitators, and workshops on cutting-edge topics in leadership, learning, and service.

## **FALL/SPRING WEEKEND SEMINARS**

The fall/spring curriculum sequence provides a six-semester series of weekend academic seminars supplemented by study team sessions. The academic seminars engage directed study of leadership, learning, service, and research. The learning team sessions provide for completion of academic seminar assignments and continuing exploration of leadership study. Doctoral classes meet one weekend per month (Friday night, Saturday, and Sunday afternoon in Wisconsin) or two Saturdays per month from September through April of each year in Illinois.

## **TIME LIMITATION**



The course sequence is three years, and students are expected to complete the program in three to four years. The maximum time limit for completing the program, including dissertation, is seven years. Students continuing dissertation scholarship beyond the prescribed three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee, and to have access to university resources for research.

## **PRACTICA/FIELD EXPERIENCES**

The course sequence is three years and students engage in at least three problem-based learning experiences within and outside of their fields of employment. The learning experiences will help inform the dissertation. The practica/field experiences integrate learning through research, reflection, and practice with the knowledge, skills and dispositions of the curriculum. Students are encouraged to design practica/field experiences in diverse learning communities, e.g., a different school district, institution, industry, state or country. A practica plan should address purposes, description of context, information base, relationships needed, timeline, and methods of documentation/evaluation. The practica leads directly to the practical applications of the knowledge base and the dissertation.

## **COMMUNITY MENTOR**

Cardinal Stritch University employs a unique program where each student obtains his/her own community mentor during his/her doctoral studies. The doctoral student selects a community mentor who also reflects the student's background, interests, and goals. The mentor serves as an external support and advisor who is grounded in the real world of leadership, learning, and service. Mentors have a wealth of knowledge and experience that can be shared with the doctoral student.

## **GRADING**

Doctoral seminars and practica will be assessed High Pass/Pass/Incomplete/Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an A, Pass is equivalent to a B and Fail is equivalent to an F. Successful demonstration of program outcomes and performance indicators will determine passing. All program outcomes must be demonstrated successfully in order to complete the degree.

## **TECHNOLOGY COMPETENCY**

Enrollment in the doctoral program requires competency in the use of technology to facilitate efficient and environmentally conscious communications among constituents, regardless of locations. Students will be expected to have access to a personal computer for E-mail, word processing, spreadsheets, and graphic displays, and the use of the Internet for research and networking.

## **CURRICULUM STRANDS**

The doctoral program involves a minimum of 63 credits, including three summer institutes, fall and winter seminars and practica, and a dissertation. There are four integrated curriculum strands: leadership, learning, service, and research.

### **Leadership Strand**

The goal of the leadership curriculum is the development of the knowledge, skills and dispositions that will facilitate leadership related to advancing learning and service of individuals and influencing organizational capacity for vision and continuous improvement. Specifically, the curricula includes the exploration of advanced leadership understandings, theories, models, philosophies, influences, applications and skills.

#### **Course Sequence for Leadership Strand—Year One**

Ed 700 Doctoral Seminar

Ed 750 Leadership in Learning and Service Institute I

Ed 710 Leadership Theory: Evolution and Influences

Ed 740 Research Seminar: A

Ed 741 Applied Research: Leadership Practicum

Ed 714 Dimensions of Leadership

### **Leading the Learning Organization Strand**

Learning is a natural, ongoing process by which information is acquired, integrated and applied to purpose. It is a lifelong activity that pervades every aspect of human existence. Most importantly, quality of learning is critical to quality of existence.

In an era of rapid and dramatic change, the significance of learning efficacy is accelerated. At stake is the future health of institutions, social systems and environment. It is with this perspective of the relationship of learning to the evolution of the human experience that the Doctorate of Education in Leadership addresses the nature and nurture of intelligence and learning in individuals and organizations. The goal of the learning strand of the leadership curriculum is advanced knowledge, skill and

dispositions that will facilitate the transformation of organizations through the cultivation of intelligent behavior in individuals and groups. The learning strand of the curriculum will explore learning theories, models, influences and research in individual and organizational contexts.

### **Course Sequence for Learning Strand—Year Two**

Ed 701 Seminar in Leading a Learning Organization  
Ed 751 Leadership in Learning and Service Institute II  
Ed 720 Learning Theory: Evolution and Influences  
Ed 742 Research Seminar: B  
Ed 743 Applied Research: Leading in a Learning Organization Practicum  
Ed 724 Dimensions of Leading the Learning Organization

### **Leading to Serve Strand**

The Doctorate of Education in Leadership creates a forum for advanced study of leadership and learning in relationship to service. The goal of the service strand of the leadership curriculum is to prepare men and women to effectively apply their expertise in leadership and learning to the engagement and transformation of self, organization, and community. Developing a service focus within an organization includes an emphasis on both the individual and the culture. The service strand in the doctoral program explores avenues for expanding the definitions, theories, and practical components of service.

### **Course Sequence of Leading to Serve Strand—Year Three**

Ed 702 Seminar in Leading to Serve  
Ed 752 Leadership in Learning and Service Institute III  
Ed 730 Service Theory: Evolution and Influences  
Ed 744 Research Seminar: C  
Ed 745 Applied Research: Leading a Learning Organization Practicum  
Ed 734 Dimensions of Leading to Serve

## **ADMISSIONS REQUIREMENTS**

To be considered for admission into the program, students must submit:

- Official transcripts from all post-secondary institutions attended, including evidence of master's degree completion.
- Grade point average of 3.5 on a 4.0 scale in master's coursework is required.
- Resume or Vitae
- Three letters of recommendation
- Formal Essay (Divided in four sections)

This essay is an essential aspect of the admission process and will be carefully evaluated in order to make a decision on a candidate's entry into the doctoral program. Follow the guidelines carefully, addressing all items. The essay will be evaluated as to:

- Content relevance to topic proposed
- Clarity of presentation
- Maturity of style
- Maximum of six double-spaced pages

#### **Section 1 – Leadership and Change**

- Define and describe leadership
- Give an example of how you have functioned as a leader in your position
- Describe how you have participated in change. Describe inhibitors and facilitators of change as you perceived them

#### **Section 2 – Learning**

- Describe your interest in creating a 'Learning Organization'
- Describe what you have done to contribute to the creation of a 'Learning Organization'

#### **Section 3 – Service and Organizational Transformation**

- Define what you feel is the relationship among leadership, learning, and service
- Describe how your service has been applied to the transformation of an organization

#### **Section 4 – Goals for Doctorate in Leadership**

- Identify goals and expectations for pursuing a Doctorate in Leadership
- Describe how the attainment of this degree will enhance your ability to lead and transform organizations
- Interview with doctoral admissions committee

## **GRADUATION REQUIREMENTS**

A student is a candidate for the Ed.D. or Ph.D. degree when:

- All doctoral coursework has been successfully completed.
- All three yearly assessments of the curriculum strands have been successfully completed.
- The Dissertation has been accepted and approved.
- The Oral Presentation has been successfully completed.
- All financial obligations incurred with the University have been met.
- All graduate credits applied to the degree have been earned within seven years at the time of graduation.
- Obtain recommendation for graduation from the program chair

## **COURSE DESCRIPTIONS**

### **ED 700 Leadership Year Overview**

**(3 Cr.)**

Students are oriented to the doctoral program and to the four major strands of study: leadership, learning, service, and research, and explore their current beliefs and understandings about each strand. Through reading, reflection, and dialogue, students begin to create an Individual Plan of Scholarship for their doctoral studies, with an emphasis on leadership development. The plan emanates from their analysis of the discrepancy between what they know and what they want to learn in the areas of leadership, learning, service, and research based on program outcomes and performance indicators for their doctoral study. Further, the orientation seminar engages students in several opportunities to learn about: study team formation, small group presentations, leadership styles, practica requirements, mentoring, use of technology, University library resources, and other program policies and procedures.

### **ED 701 Seminar in Leading a Learning Organization**

**(3 Cr.)**

With perspective of the relationship of learning to the continuing evolution of the human experience, this seminar introduces a curriculum sequence that focuses on the nature and nurture of intelligence in individuals and organizations. The goal of this learning strand of the doctoral curriculum is to advance knowledge, skills and dispositions that are important to the cultivation of intelligent behavior in individuals and groups – and thereby organizational empowerment and transformation. To that end, the Year Two curriculum explores applicable research and theory about practices that promote productive learning and achievement across diverse organizational contexts. The Year Two curriculum also focuses student inquiry on the development of a dissertation research proposal.

### **ED 702 Service Year Overview**

**(3 Cr.)**

The curriculum for the Service Year aims to provide a base from which to critically and comprehensively examine important issues, and effectively catalyze long-term, systemic transformation. Four major components provide the overall structure for the Service Year curriculum. Parameters of Service defines service through multiple lenses: academic, sociocultural, individual psychology, and behavior. Application of Service focuses on the fundamental activities of applied, pragmatic service, particularly focusing on the emerging role of technology. Nurturing Service builds on application, examining how applied service can be infused to effect transformational change in individuals, organizations and society. Lastly, Service Future integrates service with leadership, learning, and scholarship to provide a base from which to mindfully assess the present and effectively plan the future.

The Seminar in Leading to Serve focuses on helping students define service through an examination of multiple perspectives and models of service, historic and present day. Students will explore and assess varying purposes, models, and types of service, while learning the language of service from these varying perspectives. From this exploration students will derive their own personal philosophy of service. An additional long-term aim of the seminar is to position students to be mindful of the various present-day, service-related issues; assess their personal talents, resources and plans for service; and make an informed choice about which issue they choose to explore throughout the service year.

### **ED 710 Leadership Theory: Evolution and Influences**

**(4 Cr.)**

This course traces leadership theory historically and philosophically by examining major theorists, models and historical contexts. Students will analyze leadership in relationship to individual, team, and organizational problems. The course examines emerging needs of organizations in the 21st century and the need for adaptive change. While examining leadership theory, students will explore their philosophy, values, and behavior in the context of their own organizations to construct a personal theory of leadership that is informed by their background, experiences, and learning throughout their leadership journey.

## **ED 714 Dimensions of Leadership**

### **(4 Cr.)**

This seminar explores the moral and ethical dimensions of leadership values and behaviors that engage and empower organizational transformation and achievement of significant moral purpose. Students will identify moral and ethical leadership constructs and behaviors as articulated in research, theory, philosophy, literature, art, exemplars, and practice. Specifically, seminar participants will examine leadership standards and strategies that influence organizational character, moral purpose, and service to the greater community. Accordingly, the nature of leadership will be interpreted in relationship to service that benefits others. Finally, students will articulate their moral purpose as a leader in present and /or anticipated leadership roles within an organization and/or community.

## **ED 720 Learning Theory: Evolution and Influences**

### **(4 Cr.)**

The learning strand of the Doctorate in Leadership for the Advancement of Learning and Service curriculum addresses the nature and nurture of intelligence in individuals and organizations. The ED 720-724 seminar sequence investigates the knowledge base about leadership and learning with a focus on how organizational intelligence is nurtured toward growth and achievement in human systems. The ED 720 seminar traces learning research and theory in the context of social, political, economic, and cultural influences. Students will engage the knowledge base about human intelligence to construct theoretical and practical frameworks that align leadership behavior to the nature and nurture of learning in individuals and organizations. This focus will be complemented in the following ED 724 seminar by examination of leadership behaviors that effectively engage and empower learning organizations to envision and reach their desired outcome.

## **ED 724 Dimensions of Leading the Learning Organization**

### **(4 Cr.)**

The learning strand of the Doctorate in Leadership for the Advancement of Learning and Service curriculum addresses the nature and nurture of intelligence in individuals and organizations. To that end, the 720-724 seminar sequence investigates the interrelated knowledge base about leadership and learning. The curriculum focus is the role of leadership in creating learning organizations that nurture human capacity for growth and achievement. The essential questions to be answered through seminar activities and assignments are:

ED 720 What is the nature of learning in individuals and organizations and the relationships thereof to leadership and service?

ED 724 What are the dimensions of leading learning organizations?

- What is the relationship between leadership, learning and the achievement of organizational purpose/service?
- What strategies and practices nurture organizational capacity for achieving purpose/service?

The ED 724 seminar will also build on ED 714 seminar content in exploring the moral dimensions of leading learning organizations. Students will examine strategies and practices that facilitate: a) development of common vision and commitment in organizations and, b) productive action toward the achievement of compelling purpose. Leadership influence on organizational capacity for learning and achievement will be emphasized.

## **ED 730 Service Theory: Evolution and Influences**

### **(4 Cr.)**

The curriculum for the Service Year aims to provide a base from which to critically and comprehensively examine important issues, and effectively catalyze long-term, systemic transformation. Four major components provide the overall structure for the Service Year curriculum.

- Parameters of Service defines service through multiple lenses – academic, sociocultural, individual psychology and behavior.
- Application of Service focuses on the fundamental activities of applied, pragmatic service
- Transformational Service builds on application, examining how applied service can be infused to effect transformational change in individuals, organizations, and society.
- Service Future integrates service with leadership, learning, and scholarship to provide a base from which to mindfully assess the present and effectively articulate a transformational plan the future.

Utilizing these four components, students will continuously develop a philosophy of service.

- Students will choose a specific issue (individually or as partners) to explore through in-depth interviews, first-hand observation and analysis of root causes by investigating the history of the issue. The issue is then critically analyzed using the information provided through each of the four components of the course. Reflection, personal stories, and real-world experiences drive the formation of the students' philosophy and subsequent analysis of service and their specific issue.

Emphasis for the analysis is placed on the parameters, that is, on breadth of sources, accuracy and primacy of sources, and depth of analysis. The analysis is then shared with the class at the end of the first semester.

- Students explore issues of social justice, power and hegemony through the exploration of an “ism.” The ism is a case study that likewise employs interviews, observations and readings about theory and research related to the “ism.” The ism is also explored via the major components of service, analyzed and presented to the class for discussion and amplification of underlying issues of social justice as they relate to leadership, learning and service.

### **ED 734 Dimensions of Leading to Serve**

#### **(4 Cr.)**

Transformational leaders possess a developed philosophy of service, the ability to critically and comprehensively examine important issues, and the motivation to effectively catalyze long-term, systemic transformation. The curriculum for the Service Year aims to provide a base from which students can develop the components necessary for transformational leadership. Four major components provide the overall structure for the Service Year curriculum. Parameters of Service defines service through multiple lenses – academic, sociocultural, and individual psychology and behavior. Application of Service focuses on the fundamental activities of applied, pragmatic service, particularly focusing on the emerging role of technology. Nurturing Service builds on application, examining how applied service can be infused to effect transformational change in individuals, organizations and society. Lastly, Service for Transformation integrates service with leadership, learning, and scholarship to provide a base from which to mindfully assess the present and effectively plan the future – personally, organizationally, and globally.

The second semester of the Service Year requires students to continue their investigation of a specific issue, as well as apply their developing critical analysis skills. Building on the analysis of parameters, students will focus on synthesis and application, creating a personal theory of social justice as well as action plans for personal and organizational transformation. Students will be asked to construct an innovative process to communicate their issue in a manner that effectively enables other students in the class to assume a particular perspective relative, and relevant, to the issue. Simultaneously, students in the class will apply their service-analysis paradigm to critique and discuss presented issues. The second semester culminates in activities designed to help students integrate service with leadership, learning, and scholarship, as well as plan future application of these skills. This is summarized in a final integrative product – the Plan for Transformation, which includes a personal mission statement.

### **ED 740 Research Seminar A**

#### **(3 Cr.)**

This seminar reviews the elements of research design that apply to qualitative and quantitative research methodologies. It exposes the student to: qualitative research designs such as case study research and ethnographic research; historical research; non-experimental quantitative research such as survey research, longitudinal research, correlational research, and experimental research designs. The seminar emphasizes the basics of research planning and design using descriptive methodologies in a practicum setting. Simulations and pilot studies in research are used as a springboard to provide beginning researchers with an understanding of research components such as sampling techniques, measurement issues and statistics.

### **ED 741 Research Practica A**

#### **(3 Cr.)**

The research practicum allows students to implement and analyze the research idea/study planned in Ed 740: Research Seminar A. In consultation with the doctoral advisor, the instructor/s in Ed 741, and the community mentor, students will investigate a question or problem and evaluate the results. Drawing on their knowledge base from the content of Ed 740 students will critique the data from the practicum experience, draw conclusions, and pose further questions for study. Hopefully, this experience will lead the student to the identification of an idea for a dissertation. In addition, this course will examine descriptive and inferential statistics, connect statistical analysis to scientific inquiry and relate all of the material to the logic of developing arguments within scientific inquiry method. .

### **ED 742 Research Seminar B**

#### **(3 Cr.)**

This seminar builds upon the research process focus of ED 740 and ED 741, and transitions to a focus on data analysis. It begins with a greater discrimination among different research methodologies, and then focuses on the elements of design that apply to controlled research. Current research studies are used as a springboard to provide students with an understanding of various research methodologies and experimental designs. As students begin working on their dissertation, considerable time is spent working through research process issues. This seminar also builds upon students' understanding and use of descriptive and inferential statistics, including practical computer applications for research and statistics. Statistical topics include correlation, regression, hypothesis testing, and an introduction to non-parametric statistics and analysis of variance.



**ED 743 Research Practica B****(3 Cr.)**

The practicum allows students to implement their individualized plan of learning and dissertation work planned in Ed742: Research Seminar B. In consultation with the Doctoral advisor, the instructor/s in Ed 743, and the community mentor, students pursue their individualized practicum plan. The seminar coursework builds on the data analysis focus of ED742, particularly emphasizing computer applications for research and statistics. Students will report on the accomplishment of their learning and dissertation goals, including an updated timeline for dissertation completion. In addition, the main topics covered will be: using scientific inquiry to drive research, conducting original research, analyzing and interpreting original research, demonstrating high values in the research process, and understanding the most appropriate technology to collect, analyze, and interpret information utilizing both qualitative and quantitative techniques.

**ED 744 Research Seminar C****(3 Cr.)**

The major emphasis of the final year of the research strand is to facilitate the students' completion of the dissertation, help students integrate their knowledge of research with applied scholarship, and help students refine their conceptualization and understanding of research and the research process. This seminar continues to refine students' understanding of the research process, building on the data analysis topics examined in ED 742, and transitioning to a focus on data interpretation. The seminar begins with a more detailed examination of research validity and ethics, and then focuses on valid interpretation and effective reporting of results. As students continue to work on their dissertation, research process issues will be discussed, particularly those applicable to the post-data collection phases of the process. This seminar provides students with a broader view of the research process and their role in that process as leaders and scholars, including practical information on sharing and continuing their research.

**ED 745 Research Practica C****(3 Cr.)**

The practicum involves practical application of research as related to the dissertation of the student. In addition, the seminar will focus on conducting, analyzing, interpreting, and communicating original research. The student will be explaining and integrating the concepts of developing research, methodology, design, analysis, writing, and communicating high quality research. In addition to making significant progress on their dissertation, the student will demonstrate an ability to analyze and interpret research related to leadership, learning, and service to inform practice.

**ED 750 Leadership in Learning and Service Institute I****(4 Cr.)**

Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service as related to issues in higher education.

**ED 751 Leadership in Learning and Service Institute II****(4 Cr.)**

Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service as related to issues in higher education.

**ED 752 Leadership in Learning and Service Institute III****(4 Cr.)**

Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service as related to issues in higher education.

## **ED 761 Doctoral Dissertation Seminar**

**(0 Cr.)**

This course is a continuation research seminar designed as a requirement for students who have completed all course work and are still working on their dissertation. Enrollment in the course provides students with access to all services provided by the University.

## **ELECTIVE COURSES**

### **ED 888 Current Issues: Leadership, Learning and Service**

**(1 - 3 Cr.)**

This course is designed to be an introduction to and discussion about contemporary issues facing professionals and to offer students a complete understanding of the interrelatedness of these components in effective leadership, learning and service. Current issues facing professionals are paramount as institutions are under increasing pressure to demonstrate the effectiveness of their programs and to make themselves more accountable to a variety of internal and external constituencies. The focus will be on developing a plan of action with attention to one specific area of leadership, learning and service. Doctoral students may repeat this course for a maximum of three credits.

## **PH.D. COURSES**

The following courses are for the Ph.D. track of the Doctorate in Leadership for the Advancement of Learning and Service.

## **COURSE DESCRIPTIONS**

### **EDP 800 Advanced Research and Theory**

**(2 Cr.)**

This advanced course in research methods builds on students' prior knowledge of quantitative and qualitative research, and focuses on the philosophical foundations of those methods and how they manifest in current research practice. Students will utilize these foundations to examine a variety of important issues that need to be considered in designing research.

As the first course in the Ph.D. sequence, this course serves as a transition for doctoral students to prepare them to design and conduct their own research in the Ph.D. track such that their work is positioned to contribute to the current body of research. The course takes students through the Ph.D. proposal writing process, examining the concepts of introductions, purpose statements, argumentations, and research design/analysis. This course is designed to prepare doctoral students for the transition into doctoral research. As such it builds on previous research and statistics courses.

The focus of this course will be on the design and understanding of research through achievement of the following primary learning objectives:

1. Understand and demonstrate original inquiry and analysis, grounded in current knowledge and research that leads to generalizability or transferability;
2. Understand and demonstrate that extensive and thorough literature review, analyzing the literature and synthesizing the theoretical foundations and current research;
3. Understand and demonstrate that the literature review includes appropriate primary sources and preponderance of research studies;
4. Understand and demonstrate that rigorous design procedures for research including explicit, comprehensive efforts to address internal and external validity, or verification, i.e., must address causality. Prerequisite: ED 740.

### **EDP 801 Survey Research**

**(2 Cr.)**

This advanced course in research is one of the elective courses in the Ph.D. sequence. This course prepares doctoral students to design and conduct their own survey. The course takes students through the stages in survey design, including pre-planning, question design, field testing, statistical analysis, and reporting results. The focus of this course is the design and understanding of research through achievement of the following objectives:

1. Understand and demonstrate the importance of pre-planning, including determination of the objectives of the survey, focus on the variables which flow from the research question, linkages of relevant research literature, and use of the knowledge of others to focus on critical ideas.
2. Translate the objectives into a survey which considers the proposed subjects, format, methodology, and analysis plan.
3. Design and field-test the survey to achieve clarity of directions and valid and reliable questions.
4. Understand how to sample a relevant population while minimizing sample error.
5. Understand how to match statistics with the objectives of the study.
6. Understand how to administer, analyze, and report the survey results.

### **EDP 803 Case Study Research**



**(1 Cr.)**

This seminar actively engages participants in knowledge and skill development related to the what, why, who, how, where, and when of case study research. Seminar content specifically addresses applications of case study to student research interests, including the drafting of research proposals that articulate the alignment of case study design to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of case study research.

The seminar is focused by knowledge construction related to seven questions:

1. What is case study research?
2. What is case study form?
3. What is case study context?
4. What is case study design?
5. What are data collection sources and techniques in case study research?
6. What are data analysis techniques in case study research?
7. What is case study protocol?

**EDP 806 Grounded Theory Research****(1 Cr.)**

This seminar is focused by knowledge construction related to three questions 1. What is grounded theory research? 2. What is grounded theory context? 3. What is grounded theory method? The seminar actively engages participants in knowledge construction and skill development related to the what, why, who, how, where and when of grounded theory research. Seminar content is focused by a workshop format that both interprets and applies the defining constant comparative method of grounded theory to student research interests, including the drafting of research proposals that articulate the alignment of grounded theory methodology to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of grounded theory research.

**EDP 810 Interview Research****(1 Cr.)**

This seminar actively engages participants in knowledge and skill development related to the what, why, who, how, where and when of interview research. Seminar content specifically addresses applications of interview methodology to their research interests, including the drafting of research design proposals that articulate the alignment of interview research questions, the study's theoretical framework, interview protocols, data collection and analysis techniques to research purpose. Seminar enrollment is appropriate for both the Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of interview research. The seminar addresses: What is interview research? When is interview research appropriate? How do you conduct interview research? How do you analyze interview data? How do you report results of interview data?

**EDP 812 Focus Group Methodology****(1 Cr.)**

This advanced course in research methods builds on students' prior knowledge of quantitative and qualitative methods, the philosophical foundations of those methods and how they manifest in current research practice. Students will utilize these foundations to examine a variety of important issues that need to be considered in designing research. As an elective in the Ph.D. sequence, this course builds knowledge and skill in focus group procedures in the public and non-profit environment. Attention will be placed on that alignment of research purpose to theoretical frameworks and focus group protocols. Questioning routes, moderator skills, planning critical logistical details of focus group interviews, and analyzing results of focus group interviews will be emphasized. Students will design, conduct and analyze a focus group interview related to their research interests.

**EDP 814 Ethnographic Research****(1 Cr.)**

This course actively engages participants in knowledge construction and skill development related to the what, why, who, how, where and when of ethnographic research. Seminar content specifically addresses applications of ethnography to student research interests, including the drafting of research proposals that articulate the alignment of ethnographic design to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of ethnographic research. The seminar is focused by knowledge construction related to six questions: 1) What is ethnographic research? 2) What is ethnographic research form? 3) What is ethnographic research context? 4) What is ethnographic research design? 5) What are data collection sources and techniques in ethnographic research? 6) What are data analysis techniques in ethnographic research?

**EDP 816 Biographical Research****(1 Cr.)**

This course actively engages participants in knowledge construction and skill development related to the what, why, who, how, where and when of biographical research. Seminar content specifically addresses applications of biography to student research interests, including the drafting of research proposals that articulate the alignment of biographical design to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend, and refine, their knowledge of biographical research.

**EDP 821 Historical Research****(1 Cr.)**

This course focuses on helping students understand the advanced elements of historical research. The main areas of focus are researching, evaluating, interpreting, and utilizing primary and secondary sources; use of bibliographical tools; and the employment of social science methodologies for historical research, including qualitative, quantitative, and electronic models. The emphasis is on developing both writing and research skills to be incorporated into the dissertation. Students will use their own dissertation questions to apply them to the objectives and exercises outlined. The seminar requires attention to detail, but allows students a break from the more traditional thematic structure of seminars. A significant portion of the seminar is dedicated to learning how to take advantage of electronic resources and research techniques.

**EDP 822 Program Evaluation****(1 Cr.)**

This course is designed to examine and understand the basic and advanced components of the research methodology of program evaluation. Program evaluation is carefully collecting information about a program, or some aspect of a program, in order to make necessary decisions and analysis. Program evaluation can include a variety of different types of evaluation, such as needs assessments, accreditation, cost/benefit analysis, effectiveness, efficiency, formative, summative, goal-based, process, outcomes and more. This course examines the basic components of program evaluation, the different types of program evaluation, theoretical framework, and practical uses of program evaluation.

**EDP 847 Observational Research****(1 Cr.)**

This course is designed to involve students in observational research, which includes watching people in their natural settings engaging in everyday activities. Participants work together to systematically collect and analyze data to enhance interpretation and validity of observation.

**EDP 848 Observational Research: International Practicum****(1 - 2 Cr.)**

This course is designed for current and past doctoral-level students to broaden perspectives through an immersion experience in the Umbrian and Franciscan cultures. It is conducted at the Pieve International School in Corciano, Italy, and surrounding towns (i.e. Assisi, Perugia, etc.) offering participants multiple opportunities to examine their leadership; conduct observational research; learn from and engage in dialogue with Italian leaders and one another; and think deeply about serving at multiple levels. The schedule includes visits to Franciscan sites, areas of reflection, and sustainable organizations, and meetings with prominent Italian spiritual, business, educational, service-oriented, and non-profit leaders to discuss ideas and perspectives, and consider potential partnerships around global issues. Students will collect, analyze and report data incorporating a synthesis of "lived" experiences, which include insights from literature and theory, observations, dialogue, reflections, and comparisons and contrasts across cultures related to leadership and service. Findings are intended to improve ways to facilitate personal, organizational and/or societal change.

**EDP 850 Advanced Statistics I****(1 Cr.)**

This advanced course in statistics builds on students' prior knowledge of and experience with data analysis techniques. Specifically, this course assumes that students have a basic understanding and working knowledge of foundational statistical concepts such as descriptive versus inferential statistics; the unit normal distribution; students t-distribution; the F distribution; measures of central tendency and dispersion; correlation and prediction; basics of hypothesis testing; specific techniques for testing inferences about single means, pairs of mean (i.e. t-tests for single means, independent and dependent pairs of means), three or more means (i.e. one-way ANOVA). This course is designed to provide students with data analysis techniques for more complex research designs commonly associated with quantitative dissertations.

**EDP 851 Advanced Statistics II****(1 Cr.)**

This advanced course in statistics builds on students' prior knowledge of and experience with data analysis techniques presented in EDP 850 Advanced Statistics I, as well as basic statistics concepts. Specifically, this course assumes that students

have a basic understanding and working knowledge of foundational and advanced statistical concepts. This course is designed to provide students with data analysis techniques employed in the latest and more advanced research endeavors in the social sciences and statistical analysis. Prerequisite: EDP 800, EDP 850.

### **EDP 852 Qualitative Data Analysis with NVivo (1 Cr.)**

This course is designed to provide students the opportunity to gain knowledge and skills coding and analyzing qualitative data using NVivo9, a qualitative analysis software package. Seminar content will specifically address applications of data analysis as it relates to student research data – including the drafting of a paper that articulates the alignment of data collection and NVivo analysis to the research purpose. Additionally, course readings and discussions will encourage students' thinking as they develop epistemic perspective. Seminar enrollment is appropriate for students who have collected their data (field notes, transcribed interviews, meeting agendas, etc.) or if data collection has not occurred, student must have a completed literature review to use as the material for the seminar.

### **EDP 853 Qualitative Data Collection (1 Cr.)**

Seminar content will specifically address application of these data collection techniques to students' individual research interests. This seminar will build on students' prior knowledge of qualitative methodology and will actively engage students in knowledge construction and skill development related to creating research protocols, aligning the data and analysis to the research purpose. The focus of the course will be on the developing a protocol, conducting an interview/focus group/observation, analyzing the data collected in the appropriate manner, and writing-up the findings.

### **EDP 880 Literature Review (1 Cr.)**

This course is designed to help students construct a literature review that reflects the ability to: organize large quantities of scholarly information, perform critical analysis of scholarly literature, and use literature in the development and understanding of theoretical frameworks. An understanding of frameworks within literature allows readers to explain what it means and articulate an interpretation which shows how the theory may be used to create meaning, guide research and inform practice. There are several main reasons for analyzing leadership, learning or service theory:

1. The ultimate end of analysis is, first and foremost, a deeper understanding and a fuller appreciation of the concept of leadership, learning, or service -- students learn to see more, to uncover or create richer, denser, more interesting meanings.
2. Secondly, theory uses language, images, and meaning-making as the basis for a more astute and powerful use of the theory as it informs practice.
3. Thirdly, analysis should also teach us to be aware of the cultural and contextual background of a particular theory situated historically, socially, intellectually, developed at particular times, with particular intents, under particular historical conditions, across particular cultural, personal, gender, racial, class and other perspectives. Leadership, learning, or service theory is ideology in operation. This can be of particular use in understanding our own culture and time, but has historical applications as well.
4. A fourth function of analysis is to help us, through study and through reflection, to understand the way ideas and feelings are talked about in our culture or in other times and cultures -- to have a sense both of communities of meaning, and of the different kinds of understanding there can be about matters of importance to human life.

### **EDP 881 Writing the Research Narrative (1 Cr.)**

This seminar provides direct instruction and coaching in the organization and writing of the research narrative within a doctoral dissertation. Seminar enrollment is appropriate for Ed.D. and Ph.D. candidates engaged in the drafting of dissertation proposals and manuscripts. Seminar participants will: a) refine their understanding of implied questions and content requirements within a research study, b) extend their understanding of APA format, and c) further develop writing skills that support the composition of a clear and coherent research narrative.

### **EDP 882 Writing the Publication Prospectus (1 Cr.)**

This seminar provides direct instruction and coaching in the organization and writing of a prospectus targeting the publication of an article, book, or book chapter related to a research focus. Seminar enrollment is appropriate for Ed.D. or Ph.D. candidates or graduates pursuing the publication of their dissertation research or other research interests. Seminar participants will: a) develop understanding of publishing options and prospectus requirements, b) further develop their skill in narrative writing, and c) complete and submit a publication prospectus to one or more publishers.

### **EDP 890 Current Research Theory (1 Cr.)**

This course is designed to extend into the classroom the knowledge gained at the Summer Institute at Cardinal Stritch University. Course participants attend the doctoral Summer Institute, learning from nationally recognized experts, including

Stritch faculty, in the field of leadership, learning, and service. Students will be required to complete research on aspects of current theory, integrating the information from the Summer Institute and relating it to practical aspects within society. It is intended to engage the doctoral student in higher order evaluation, analysis and synthesis of the theoretical constructs to inform dissertation content, process and product, with an emphasis on research. Because of the nature of this course, students may repeat the class more than once. Prerequisite: Students must have completed all doctoral (Ed.D.) coursework prior to enrolling in EDP 890..

### **EDP 899 Advanced Theory and Models**

#### **(2 Cr.)**

This is a Ph.D. capstone course that focuses on the nature and processes of theory development and model building, drawing from epistemology and the philosophy of research. Major issues in the development of theory, model building, and knowledge are examined, with emphasis on the analysis of social phenomena. This course acquaints participants with some of the key theoretical issues of social science research, as well as the basic processes of theory formulation. Learners will become familiar with supervision/leadership and organization theories and models as well as major trends and issues in the study of educational organizations. How leadership/supervision theory, change processes, and decision-making impact organizations and individuals are explored. Learners will critically assess, then apply the theories to their own experiences and develop a theoretical perspective which will be used to enhance chapter five of their own dissertation. This is the final course of the Ph.D. sequence.

# DOCTORATE IN LEADERSHIP FOR THE ADVANCEMENT OF LEARNING AND SERVICE IN HIGHER EDUCATION (ED.D. OR PH.D.)

The Doctorate in Leadership for the Advancement of Learning and Service in Higher Education prepares students to make significant contributions to their organization and community while helping them become a transformational leader in higher education. The program is designed for current and aspiring leaders working in two- and four-year colleges, universities and community or technical colleges who seek to be a catalyst for meaningful change within their organization. Specifically, the program design develops leadership knowledge, skills and attitudes that serve the creation of exceptional learning organizations within higher education, capable of meaningful service to the common good.

The course of study is designed for educators, other professionals, and researchers representing all disciplines and professions. Graduates will ultimately create replicable models of productive and service-centered higher education organizations, prepared to face the challenges of the 21st century.

Both the Doctorate in Leadership for the Advancement of Learning and Service and the Doctorate in Leadership for the Advancement of Learning and Service in Higher Education are natural extensions of Stritch's commitment to live and promote the Franciscan Values of peacemaking, community, caring and hospitality. More specifically, the program prepares men and women with leadership skills, cutting-edge knowledge and community-based opportunities to exercise responsible leadership in their organizations and communities.

## **DISTINCTIONS BETWEEN ED.D. AND PH.D.**

Each doctoral student in the College of Education and Leadership may choose between two degree tracks in the Doctorate in Leadership for the Advancement of Learning and Service in Higher Education—Doctor of Education degree (Ed.D.) or Doctor of Philosophy degree (Ph.D.). The difference between the two degrees is typically summarized in the following manner: The Ed.D. is more application-oriented and the Ph.D. is more research-oriented. However, the difference is more complex than this one statement.

### ***Ph.D.***

- Theoretical foundations of the field
- Application of other foundational or related disciplines
- Research coursework which emphasizes theory building, statistics and research design

### ***Ed.D.***

- Development of specialized practitioner skills
- Application of other foundations and techniques to the field
- Applied research which primarily addresses practitioner problems or questions

The Ph.D. course of study is more focused on research skill courses (sometimes called “methods”) than the Ed.D. Therefore, individuals whose future employment may involve planning, conducting and interpreting research should consider the Ph.D. The Ed.D. is designed to be a practitioner's degree and features courses to assist individuals to improve practice in their respective fields and within their communities. Both degrees focus on leadership and are appropriate for individuals who intend to provide influence in their chosen career. While the Ph.D. will require students to acquire a deeper and more specific understanding of the various components of research, both degrees focus on implementation of research, e.g., practical outcomes in the sharing of knowledge.

Graduates of both programs will be prepared to make the world a better place in which to live. Specifically, a deeper knowledge of research enables more community action and publications by our students.

## **THE DISSERTATION**

The dissertation component of the Ed.D. and Ph.D. both require rigid adherence to standards of research methodology while analyzing the data for practical implications in the development of original scholarship related to higher education. However, the Ph.D. will require more depth in developing the theoretical structure of a research base. In addition, the Ph.D. dissertation will require extended depth of analysis of the data and research, and contain rigorous design procedures. All dissertations must address leadership for the advancement of learning and service in higher education, and explicate practical applications implied in the results. The dissertation is fully incorporated into the regular coursework to integrate both course knowledge, theory, and practice within the higher education context.

## **COURSEWORK**

All doctoral students complete the Ed.D. course sequence which is comprised of 63 credits in three years of work. Students selecting the Ph.D. track take an additional 3 credits in theory and research. At the end of the first year of study (May/June), students will decide whether to continue in the Ed.D. track or pursue the Ph.D in leadership degree. Nevertheless, all students remain in their original cohort.

Each student develops an Individual Plan of Scholarship that focuses on knowledge, skills, and character development related to leadership for learning and service. The Individual Plan of Scholarship provides a focusing framework for seminars, independent study, field practice, and research. The plan is developed and assessed through demonstrations of knowledge, skills, and dispositions described in performance indicators. Evidence of progress and proficiency related to the Individual Plan of Scholarship comprise the student portfolios.

## **PH.D. COURSES**

Students who pursue the Ph.D. track will take at least an additional 3 credits in Methods, Current Research and Statistics, as appropriate to their dissertation research.

## **STUDENT POPULATIONS**

The program is designed for professionals with present or emerging leadership responsibilities in a variety of learning communities however the focus is leadership in higher education settings. Participants share a common interest in leadership in higher education, and may use their own work sites as a focus of graduate study. In essence, the program is designed to facilitate the development of effective leaders in higher education settings.

## **COHORT GROUP**

Students enroll in a cohort group with approximately 20-24 members. Each cohort group begins with an introductory seminar. Members of the cohort group support and challenge one another to accomplish goals, study together, collaborate on projects, and teach each other what they learn about leadership through community service and individualized study.

## **STUDY TEAMS**

Each study team is composed of 3-5 students. The study team is responsible for meeting together in a location and time apart from the regularly scheduled seminar meetings. For each seminar, the study team supports individual member's exploration of leadership theory and influences through readings, experiences, case studies, and models. The study team will set its own agenda that meets the needs of its members, documents activities, shares its findings in a seminar session, and evaluates its effectiveness as a model of a learning community.

## **DISTRICT ADMINISTRATOR'S CERTIFICATION PROGRAM**

Students interested in earning the District Administrator's License in Wisconsin will enroll in two additional seminars related to competencies required by the Department of Public Instruction but not incorporated into the doctoral program. (The Superintendency and School Finance). An internship in the role of District Administrator may take the place of at least one practica, and a practicing District Administrator may serve as the community mentor for the internship.

## **THE SUMMER INSTITUTES**

The summer curriculum sequence is comprised of a Leadership in Learning and Service Institute series over three years. Each Institute provides focused seminar study of current leadership research, theory and practice. Introductory seminars to the doctoral study and research are integrated into a conference-style atmosphere with numerous speakers, facilitators, and workshops on cutting-edge topics in leadership, learning, and service.

## **FALL/SPRING WEEKEND SEMINARS**

The fall/spring curriculum sequence provides a six-semester series of weekend academic seminars supplemented by study team sessions. The academic seminars engage directed study of leadership, learning, service, and research. The learning team sessions provide for completion of academic seminar assignments and continuing exploration of leadership study. Doctoral classes typically meet one weekend per month in Wisconsin (Friday night, Saturday, and Sunday afternoon) or two Saturdays per month from September through April of each year in Illinois.

## **TIME LIMITATION**

The course sequence is three years, and students are expected to complete the program in three to four years. The maximum time limit for completing the program, including dissertation, is seven years. Students continuing dissertation scholarship



beyond the prescribed three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee, and to have access to university resources for research.

## **PRACTICA/FIELD EXPERIENCES**

The course sequence is three years and students engage in at least three problem-based learning experiences within and outside of their fields of employment. The learning experiences will help inform the dissertation. The practica/field experiences integrate learning through research, reflection, and practice with the knowledge, skills and dispositions of the curriculum. Students are encouraged to design practica/field experiences in diverse learning communities, e.g., a different school district, institution, industry, state, or country. A practica plan should address purposes, description of context, information base, relationships needed, timeline, and methods of documentation/evaluation. The practica leads directly to the practical applications of the knowledge base and the dissertation.

## **COMMUNITY MENTOR**

Cardinal Stritch University employs a unique program where each student obtains his/her own community mentor during his/her doctoral studies. The doctoral student selects a community mentor who also reflects the student's background, interests, and goals. The mentor serves as an external support and advisor who is grounded in the real world of leadership, learning, and service. Mentors have a wealth of knowledge and experience that can be shared with the doctoral student.

## **GRADING**

Doctoral seminars and practica will be assessed High Pass/Pass/Incomplete/Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an A, Pass is equivalent to a B and Fail is equivalent to an F. Successful demonstration of program outcomes and performance indicators will determine passing. All program outcomes must be demonstrated successfully in order to complete the degree.

## **TECHNOLOGY COMPETENCY**

Enrollment in the doctoral program requires competency in the use of technology to facilitate efficient and environmentally conscious communications among constituents, regardless of locations. Students will be expected to have access to a personal computer for E-mail, word processing, spreadsheets, and graphic displays, and the use of the Internet for research and networking.

## **CURRICULUM STRANDS**

The curriculum involves a minimum of 63 credits including summer institutes, fall and winter seminars, practica, and a dissertation. The foundation of the program includes five curriculum strands – leadership, learning, and service, research, and strategic applications to higher education.

The curriculum is designed to apply research theory to practical settings through a project-based approach. Higher education topics and relevant professional experiences of each student are woven throughout the curriculum, allowing students to guide discussions and projects as they relate to each of the curriculum strands. In addition, students will have the opportunity to learn from nationally recognized leaders in the field of higher education through guest lectures and panel discussions.

### **Leadership Strand**

The goal of the leadership curriculum is the development of the knowledge, skills and dispositions that will facilitate leadership related to advancing learning and service of individuals and influencing organizational capacity for vision and continuous improvement in higher education. Specifically, the curricula includes the exploration of advanced leadership understandings, theories, models, philosophies, influences, applications and skills.

#### **Course Sequence for Leadership Strand—Year One**

EDHE 790: Seminar in Higher Education I

EDHE 791: American Higher Education: Past, present, and future

Ed 710 Leadership Theory: Evolution and Influences

Ed 740 Research Seminar: A

Ed 741 Applied Research: Leadership Practicum

Ed 714 Dimensions of Leadership

### **Leading the Learning Organization Strand**

Learning is a natural, ongoing process by which information is acquired, integrated and applied to purpose. It is a lifelong activity that pervades every aspect of human existence. Most importantly, quality of learning is critical to quality of existence.



In an era of rapid and dramatic change, the significance of learning efficacy is accelerated. At stake is the future health of institutions, social systems and environment. It is with this perspective of the relationship of learning to the evolution of the human experience that the Doctorate of Education in Leadership for the Advancement of Learning and Service in Higher Education addresses the nature and nurture of intelligence and learning in individuals and organizations. The goal of the learning strand of the leadership curriculum is advanced knowledge, skill and dispositions that will facilitate the transformation of organizations through the cultivation of intelligent behavior in individuals and groups. The learning strand of the curriculum will explore learning theories, models, influences and research in individual and organizational contexts.

#### **Course Sequence for Learning Strand—Year Two**

EDHE 792: Seminar in Higher Education II  
EDHE 795: Curriculum and Assessment in Higher Education  
Ed 720 Learning Theory: Evolution and Influences  
Ed 742 Research Seminar: B  
Ed 743 Applied Research: Leading in a Learning Organization Practicum  
Ed 724 Dimensions of Leading the Learning Organization

#### **Leading to Serve Strand**

The Doctorate of Education in Leadership for the Advancement of Learning and Service in Higher Education creates a forum for advanced study of leadership and learning in relationship to service. The goal of the service strand of the leadership curriculum is to prepare men and women to effectively apply their expertise in leadership and learning to the engagement and transformation of self, organization, and community. Developing a service focus within an organization of higher education includes an emphasis on both the individual and the culture. The service strand in the doctoral program explores avenues for expanding the definitions, theories, and practical components of service.

#### **Course Sequence of Leading to Serve Strand—Year Three**

EDHE 794: Seminar in Higher Education III  
EDHE 793: Organizational Theory and Practice in Higher Education  
Ed 730 Service Theory: Evolution and Influences  
Ed 744 Research Seminar: C  
Ed 745 Applied Research: Leading a Learning Organization Practicum  
Ed 734 Dimensions of Leading to Serve

### **ADMISSIONS REQUIREMENTS**

To be considered for admission into the program, students must submit:

- Official transcripts from all post-secondary institutions attended, including evidence of master's degree completion.
- Grade point average of 3.5 on a 4.0 scale in master's coursework is required.
- Resume or Vitae
- Three letters of recommendation
- Formal Essay (Divided in four sections)

This essay is an essential aspect of the admission process and will be carefully evaluated in order to make a decision on a candidate's entry into the doctoral program. Follow the guidelines carefully, addressing all items. The essay will be evaluated as to:

- Content relevance to topic proposed
- Clarity of presentation
- Maturity of style
- Maximum of six double-spaced pages

#### **Section 1 – Leadership and Change**

- Define and describe leadership
- Give an example of how you have functioned as a leader in your position
- Describe how you have participated in change. Describe inhibitors and facilitators of change as you perceived them

#### **Section 2 – Learning**

- Describe your interest in creating a 'Learning Organization'
- Describe what you have done to contribute to the creation of a 'Learning Organization'

#### **Section 3 – Service and Organizational Transformation**

- Define what you feel is the relationship among leadership, learning, and service
- Describe how your service has been applied to the transformation of an organization

#### **Section 4 – Goals for Doctorate in Leadership in Higher Education**

- Identify goals and expectations for pursuing a Doctorate in Leadership in Higher Education

- Describe how the attainment of this degree will enhance your ability to lead and transform organizations
- Interview with doctoral admissions committee

## **GRADUATION REQUIREMENTS**

A student is a candidate for the Ed.D. or Ph.D. degree when:

- All doctoral coursework has been successfully completed.
- All three yearly assessments of the curriculum strands have been successfully completed.
- The Dissertation has been accepted and approved.
- The Oral Presentation has been successfully completed.
- All financial obligations incurred with the University have been met.
- All graduate credits applied to the degree have been earned within seven years at the time of graduation.
- Obtain recommendation for graduation from the program chair

Electives:

EDHE 781: Current Issues in Higher Education

EDHE 783: Student Affairs Administration in Higher Education

## **COURSE DESCRIPTIONS**

### **EDHE 781 Contemporary Issues in Higher Education**

**(1 Cr.)**

This course is designed to be an introduction to and discussion about contemporary issues facing higher education professionals and to offer students a complete understanding of the interrelatedness of these components in effective teaching and learning. Current issues facing institutions of higher education are paramount as they are under increasing pressure to demonstrate the effectiveness of their programs and to make themselves more accountable to a variety of internal and external constituencies. The focus will be on developing a plan of action in response to a contemporary issue affecting administrative and academic planning.

### **EDHE 783 Student Affairs Administration in Higher Education**

**(1 Cr.)**

As students arrive at college, they find themselves undergoing a process of exploration, identity development and evolution, and becoming adept at navigating life's transitions. Faculty and staff at college campuses are often unaware of the psychosocial and cognitive changes their students are undergoing. This course will provide insight into prevailing student affairs theories and practices as applied to institutions of higher education. Human development and theories of adult learning will be introduced in the context of diverse institutions of higher institutions, including two- and four-year community and technical colleges, and four-year and advanced research institutions. Students will be expected to analyze their own student affairs practices and draw from relevant literature to create new applications for a more informed practice.

### **EDHE 784 Innovative Strategies in Higher Education**

**(1 Cr.)**

This course enables students to engage in the study of a particular innovative strategy or practice within higher education leadership, learning or service. As broad structural and strategic changes continue to transform post-secondary education at breakneck speed, understanding change management, social media infusion, appreciative inquiry, collective impact and other emerging trends is necessary for the individual seeking a sustainable career in the field. After an initial survey of what's making headlines within higher education trends, students will work collaboratively or individually to explore an innovation of interest that will culminate in a seminar research paper. Students will either produce a review of how a particular higher education institution is managing an innovative initiative or strategy, or, students will apply research about an area of innovation by developing a process or structure that serves to foster a particular institution's groundbreaking advancement. Prerequisite: 2nd or 3rd year Higher Education students.

### **EDHE 790 Leadership in Learning and Service Institute for Higher Education I**

**(4 Cr.)**

Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning and service as related to issues in higher education.

### **EDHE 791 The American College and University: Past, Present, and Future**

**(3 Cr.)**

This course examines the historical context of the American colleges and universities. It provides a perspective of the political, social, legal, and financial forces that have influenced the development of post-secondary institutions. The impact of current issues, trends, constraints, and opportunities that continue to affect and shape the future of higher education administration are examined. Topics include access, accountability, autonomy, and choice. The course includes an overview of current student populations and the changing nature of markets to serve and the implications of these shifts on administration, leadership, governance, and policy issues at America's colleges and universities. Students will be exposed to a range of administrative problems at the post-secondary level entailing legal and financial implications.

### **EDHE 792 Leadership in Learning and Service Institute for Higher Education II**

**(4 Cr.)**

Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service as related to issues in higher education.

### **EDHE 793 Organizational Theory and Practice in Higher Education**

**(3 Cr.)**

This course provides an overview of organizational theories and practice as applied to institutions of higher education. Classical and current theories of organizations are introduced in the context of diverse institutions of higher education, including two- and four-year community and technical colleges, and four-year and advanced research institutions. Students will be expected to analyze their own institutions using appropriate organizational theories to understand the structural, political, human resource and cultural dimensions. Further, students will be expected to apply such understandings to implications for leadership practice and institutional change and improvement.

### **EDHE 794 Leadership in Learning and Service Institute for Higher Education III**

**(4 Cr.)**

Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving evolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service as related to issues in higher education.

### **EDHE 795 Curriculum, Instruction, and Assessment**

**(3 Cr.)**

The course is designed to be an introduction to the development and management of the curriculum, instruction, and assessment within contemporary institutions of higher education for a complete understanding of the interrelatedness of these three components in effective teaching and learning. Interest in these topics has increased as colleges and universities have come under increasing pressure to demonstrate the effectiveness of their programs and to make themselves more accountable to a variety of internal and external constituencies. The focus is on curriculum development with attention to academic and curricular planning. In addition, selecting and utilizing instructional strategies geared toward adult learners will be examined. It also provides an overview of the assessment of student learning outcomes in a higher education setting.

# DOCTORATE IN SPECIAL EDUCATION (PH.D.)

The Doctorate in Special Education (Ph.D.) program is designed for leaders within the broad field of special education. It targets educational leadership practitioners, professional educators and researchers with a background and/or interest in Special Education Leadership. With a focus on curriculum and instruction, educational leadership, speech and language, and literacy, faculty members across the College of Education and Leadership integrate their collective expertise in Literacy, Curriculum and Instruction, Educational Leadership, Writing, Inclusive Special Education, Evidence Based Specialized Education Design and Interventions and Speech and Language Pathology in the design and delivery of this innovative program.

## PROGRAM FORMAT

New students may join a cohort in September or January. The program is housed at the Stritch City Center downtown location in Milwaukee. The course sequence is three years, followed by dissertation work with a research advisor. Maximum time to complete the program is seven years.

Coursework is offered jointly through the departments of Language & Literacy and Special Education. Courses lead students to visualize new trends in Special Education by balancing theory and pragmatics to support informed, systemic change.

Classes meet 1 weekend per month from September through April at Cardinal Stritch University's City Center location (Friday 4pm -8pm; Saturday 8am – 4pm; and Sundays 10am – 2pm). During June and July, students meet over 4 weekends to complete coursework that includes both academic and symposium work.

Program is delivered in a learning community format utilizing a cohort model with study teams. Study teams consist of three to five students. The study team is responsible for meeting together in a location and time apart from the regularly scheduled course meetings. The study team supports individual members' exploration of special education and literacy through discussion, readings, and personal and professional experiences. The study team sets an agenda that meets the needs of its members, documents activities, shares its findings during class meetings, and evaluates its effectiveness as a model of a learning community.

The program offers an optional certification: Director of Special Education and Pupil Services.

## CORE CURRICULUM/PROGRAM REQUIREMENTS

The course sequence is three years, followed by dissertation work with a research advisor. Maximum time to complete the program is seven years.

The program offers an optional certification: Director of Special Education and Pupil Services

## ADMISSIONS REQUIREMENTS

To be considered for admission into the program, candidates must submit the following:

- Application for admission.
- Official transcripts from all post-secondary institutions attended, including evidence of master's degree completion.
- Evidence of grade point average (GPA) of 3.5 on a 4.0 scale in master's course work.
- Portfolio consisting of, but not limited to, the criteria listed below. Assemble portfolio in a folder. All materials should be typed or electronically produced.
  - Curriculum vitae
  - Three letters of recommendation
  - Formal essay (divided into four sections, listed below)

The formal essay is an essential aspect of the admission process. Follow the guidelines carefully, addressing all items. The essay will be evaluated based on the following criteria:

- Content relevance to topic proposed
- Clarity of presentation
- Maturity of style
- Maximum of six double-spaced pages

Formal Essay: Section 1 – Special Education

- Describe the purpose of Special Education and what you believe are the overall goals.
- Describe your experiences in facilitating the education of others, especially students with special needs.

#### Formal Essay: Section 2 –Special Education

- Describe personal experiences in your educational development.
- Describe the work of one individual in the field of Special Education who has particularly influenced your professional practice.

#### Formal Essay: Section 3 – Organizational Transformation

- What are the current primary needs within the field of Special Education?
- Describe how you have participated in or fostered change in the field Special Education.
- Describe inhibitors and facilitators of change as you perceived them.

#### Formal Essay: Section 4 – Goals for Doctorate in Special Education

- Identify your goals and expectations for pursuing this doctorate.
- Describe how the attainment of this degree will enhance your ability to transform practice.

Applicants educated outside of the U.S. must follow academic admission procedures relating to English ability and credential evaluation as described on the [International Admissions webpage](#).

## GRADUATION REQUIREMENTS

A student is a candidate for the doctoral degree when:

- All doctoral coursework has been successfully completed (60 credits).
- All three yearly assessments of the curriculum strands have been successfully completed.
- The dissertation has been accepted and approved.
- The oral presentation has been successfully completed.
- All financial obligations incurred have been met.
- All graduate credits applied to the degree have been earned within the previous seven years at the time of graduation.
- Obtain recommendation for graduation from the program chair.

## COURSE DESCRIPTIONS

The curriculum for this program is currently in the final review process. Course descriptions will be posted as soon as they are available. Curriculum information is subject to change.

### **SED 720 Difference: A Narrative Perspective (3 Cr.)**

Using a disability studies, socio-cultural, socio-political and critical theories as the guiding perspectives, this course is designed to offer students a meaningful way to interpret and understand exceptionalities and how their identity is shaped by the context in which they live. Specifically, through a narrative lens students will answer critical questions related to the following:

- a) Is difference inherent to an individual or constructed?
- b) What is ableism and its impact on the formation of ones identity as part of a marginalized group in society?
- c) How does media shape society's and an individuals understanding of difference?
- d) How does policy impact the understanding of different?
- e) What is the intersection and impact of perceived ability, race, gender, ethnicity, sexual orientation and socio-economic status on an individuals' identity formation and presumed competence.

RUTH S. COLEMAN COLLEGE OF NURSING  
AND HEALTH SCIENCES

# MASTER OF SCIENCE IN NURSING (MSN)

## RUTH S. COLEMAN COLLEGE OF NURSING AND HEALTH SCIENCES MISSION STATEMENT

The mission of the Ruth S. Coleman College of Nursing and Health Sciences is to create a challenging and affirming scholarly community, guided by Franciscan Values, where faculty and students develop knowledge, skills, and attitudes that advance health, and the healthcare profession through leadership, learning, and service.

## RUTH S. COLEMAN COLLEGE OF NURSING AND HEALTH SCIENCES VISION

The vision of the Ruth S. Coleman College of Nursing and Health Sciences is to educate 21<sup>st</sup> century healthcare leaders to collaborate with the interprofessional team to build bridges for a healthier community.

## FOCUS

The graduate program provides innovative and accessible educational opportunities for working nursing professionals who wish to become nurse educators and leaders. The College of Nursing and Health Sciences aims to provide creative, flexible programs which integrate nursing theory and practices to meet emerging health education needs of clients and communities. The College of Nursing and Health Sciences provides educational experiences in a Franciscan environment that emphasizes compassion and valuing of the individual to meet the needs of diverse learners. Programs at Cardinal Stritch University allow students to realize their potential as individuals, professional nurses and responsible members of the world community.

## MSN PURPOSE STATEMENT

The Master of Science in Nursing (MSN) program prepares nurses for roles in education and leadership in academic, community and service settings. Students entering the program select either the educator or leadership concentration. All students develop foundational knowledge which characterizes graduate preparation in nursing. This knowledge base includes theoretical and philosophical perspectives in nursing, research, ethics, evidence based practice and contemporary health issues. Upon completion of the foundational coursework, students move into courses designed for their selected concentration.

Graduates will be able to practice and make contributions in a variety of educational and leadership positions based on theoretical, empirical and practical knowledge gained through this program.

## MSN PROGRAM OUTCOMES

The MSN graduate will be able to:

- Synthesize advanced theoretical and empirical knowledge to influence nursing and health care.
- Utilize an evidence based approach in advanced practice roles in nursing education and leadership.
- Analyze contemporary social, economic, legal, ethical and political issues to lead and manage change in nursing and health care.
- Design and implement strategies to successfully lead and educate nurses in a variety of settings.
- Apply effective principles and practices in communication and collaboration with nurses and other health professionals.
- Contribute to the body of knowledge on an evidence-based project in a selected field.

## PROGRAM FEATURES AT A GLANCE:

- The MSN program follows a planned curriculum progression.
- Classes generally meet in the evening one night per week for about 2 and 1/2 years. Most classes are 3 credits and 8 weeks in length and are either blended or online. Some courses are 6 or 12 weeks.
- All students will take MSN Core Curriculum and MSN Direct Care Core courses then matriculate into their chosen concentration.
- Two practicum courses require time outside classroom meetings as arranged by the student and a preceptor.
- The education practica allow students to apply principles and practices relevant to nursing education under the guidance of an experienced nurse educator. The leadership practica allow students to engage in principles and practices of administration and leadership under the guidance of an experienced nurse leader.
- A capstone project is completed in lieu of a thesis. The capstone project provides the student with the opportunity to explore and evaluate selected research relevant to the development of evidence based practice in nursing education or leadership.



For more information about the Master of Science in Nursing Program, call 1-800-347-8822, extension 4061 or (414) 410-4061 or go to [www.stitch.edu](http://www.stitch.edu)

## **PROGRAM ACCREDITATION:**

The MSN program is accredited by:  
Accreditation Commission for Education in Nursing  
3343 Peachtree Road NE, Suite 850  
Atlanta, Georgia 30326  
Phone: (404) 975-5000  
[www.acenursing.org](http://www.acenursing.org)

## **FORMAT**

The MSN program is offered in a cohort format. All students complete the MSN Core Curriculum courses and the MSN Direct Care Core courses and then select either the Educator or Leadership Concentration courses.

## **CURRICULUM DESIGN**

### **MSN Core Curriculum (18 Credits)**

NRS 502 Theoretical and Philosophical Perspectives in Nursing  
NRS 504 Seminar in Contemporary Health Care  
NRS 526 Nursing Research  
NRS 532 Data Analysis Applied to Research Design  
NRS 511 Nurse as Leader  
NRS 552 Capstone–Evidence-Based Nursing Education Project

### **MSN Direct Care Core (6 Credits)**

NRS 503 Advanced Health Assessment  
NRS 505 Advanced Pharmacology  
NRS 509 Advanced Pathophysiology

### **MSN Educator Concentration (14 Credits)**

NRS 512 Curriculum Development and Program Evaluation  
NRS 513 Evaluation in Nursing Education  
NRS 519 Teaching and Learning Strategies  
NRS 520 Technology and Nursing Education Practicum  
NRS 540 Nurse as Educator Practicum

OR

### **MSN Leadership Concentration (15 Credits)**

NRS 521 Principles of Project Management  
NRS 522 Project Management in Nursing Leadership Practicum I  
NRS 523 Introduction to Organizational Systems Leadership  
NRS 524 Healthcare Systems Leadership  
NRS 525 Financial and Human Resources in Healthcare  
NRS 541 Leadership in Nursing Practicum II

**Total Program Credits: 38 credit hours for the MSN Educator Concentration and 39 credit hours for the MSN Leadership Concentration.**

## **ADMISSION REQUIREMENTS**

The admission policies of the College of Nursing and Health Sciences adhere to the general graduate admission policies and procedures of the University with the following additional requirements:

- A bachelors' degree in nursing from an accredited nursing program (NLNAC, ACEN or CCNE).
- Official transcripts from all post-secondary colleges and universities attended.
- Grade point average requirements for admission to the MSN program are:
  - Full admission: minimum grade point average (GPA) of 3.0 on a 4 point scale or greater on all undergraduate course work.

- Conditional acceptance: a cumulative GPA of 2.50 to 2.99 on a 4 point scale on all undergraduate course work. A student with conditional acceptance admission status must:
  - Meet with the MSN Program Chair.
  - Achieve a “B” or better on each of first 9 graduate credits.
- Provisional acceptance: a cumulative GPA of 2.0 to 2.49 on a 4 point scale on all undergraduate course work. A student with provisional acceptance admission status must:
  - Appeal to the MSN Program Graduate Admission, Progression, and Retention Committee for admission.
  - Meet with the MSN Program Chair.
  - Achieve a “B” or better on each of the first 12 graduate credits.
- Current license to practice as a Registered Nurse in Wisconsin.
- Acceptable criminal background check.
- Portfolio consisting of the items below. Assemble portfolio in a folder. All materials must be typed or electronically produced.
  - a. Curriculum Vitae — include:
    - (1) Formal education, degree(s) obtained and major, schools attended and dates.
    - (2) All nursing and other positions held.
    - (3) Any relevant CEU programs/courses taken.
    - (4) Any published professional articles (in journals, hospital/agency publications, school newspaper, etc.), title, date, journal, page number, etc. Attach copy.
    - (5) Presentations before staff, client/family and other groups (including educational seminars presented to peers as part of job responsibilities), date, length of presentation, title, location.
    - (6) Honors/awards received.
    - (7) Membership in professional and other organizations — offices held, dates of membership.
    - (8) Community service: Names of organizations, description of activities.
  - b. Reflective Essay on Professional and Educational Goals
    - (1) Essay should be 3-5 pages in length, typed using proper grammar, punctuation, spelling, etc. and with a scholarly writing style.
    - (2) Reflect on the following:
      - Your goals for graduate nursing education (provide at least 2-3 goals with discussion);
      - How a MSN degree from Stritch will advance or change your career path in nursing and as a nurse educator or leader;
      - How a graduate nursing degree with an educator or leadership focus will affect your individual nursing practice and the discipline of nursing; and
      - Your reasons for choosing Stritch and the MSN degree program.
  - c. Two letters of recommendation should be sent directly to the Office of Graduate Admissions. The purpose of the recommendation is to address the candidate’s potential to successfully complete graduate studies. Two letters should be from professional nurses.  
You may consider:
    - (a) One or two letters from a supervisor.
    - (b) One letter from an instructor/nursing faculty member (if undergraduate study was within last five years).
  - d. Personal interview with a MSN program faculty member.

### **Transfer of Graduate Credits**

Students may transfer up to nine (9) credit hours into the MSN program based on the following criteria:

- Courses transferred must compare in scope and content to courses offered in the MSN program. The student will need to provide course description, course syllabus, official transcript, and other information that contributes to evaluation of course requested for transfer.
- Grades in transferred courses must be at least 3.0 on a 4.0 scale.
- Coursework for transfer must be completed within five (5) years of admission to the Stritch MSN program.
- All transfer courses must be approved by the College of Nursing and Health Sciences, MSN Program Chair with final approval by the Office of the Registrar.
- Transfer credit grades will not be applied to the cumulative GPA a student earns in the Stritch MSN program. Transferred courses do have an impact on the 7 year limit.

### **GRADUATION REQUIREMENTS**

To qualify for graduation from this program, students must:

- Complete all required course and practicum hours (38 credit hours for Educator and 39 credit hours for Leadership).
- Minimum of 29 (Educator) or 30 (Leader) hours of graduate credit earned at Stritch.

- Maintain a 3.0 GPA on a 4.0 scale throughout the program.
- Complete degree requirements within seven (7) years from time of entry.
- Successfully complete and present the Master's Capstone Evidence-based Project
- Meet all financial obligations due the University.
- Submit application for graduation.

## **COURSE DESCRIPTIONS**

### **NRS 502 Theoretical and Philosophical Perspectives in Nursing**

**(3 Cr.)**

This course will assist students to gain an understanding of philosophies, theories, and concepts relevant to the nursing profession. Students will examine and critique theories and philosophies that have influenced contemporary nursing and education. Students will explore philosophical and conceptual knowledge as it pertains to nursing, empirical, ethical, aesthetic and personal knowing, and advanced practice.

### **NRS 504 Seminar in Contemporary Health Care**

**(3 Cr.)**

The focus of this course is to examine and analyze current issues in health care. Access, quality and economic issues are evaluated in relationship to health care and health care delivery systems. Major stakeholders, including consumers, providers, payers, the government and regulators are considered. Federal, state and local policies and political structures are studied in relationship to nursing and health care. Ethical issues are explored within the context of current health care policy and decision making.

### **NRS 505 Advanced Pharmacology**

**(2 Cr.)**

This course will focus on pharmacotherapeutics of broad categories of drugs used in the treatment of selected major health problems. Students will study the principles of pharmacogenomics, pharmacokinetics, and pharmacodynamics. Emphasis will be on client education and decision making related to safe and effective management of drug regimens.

### **NRS 510 Foundations of Education in Nursing**

**(3 Cr.)**

This course is an examination of the science of learning. Theories, basic concepts and principles of learning drawn from educational psychology and nursing will be examined and applied to educational situations. Principles of learning and selected strategies for effective teaching will be discussed. Theories of learning will be compared and contrasted. Theoretical components of the course will be examined through course assignments. Relevant research will be examined and discussed.

Prerequisite: NRS 502.

### **NRS 511 Nurse as Leader**

**(3 Cr.)**

This blended (face to face and online) course focuses on nursing leadership and related leadership strategy models in the complex healthcare systems of the 21st century within a Franciscan perspective. The student will analyze the development of today's leaders through the investigation of leadership theories and models. Leadership and the effects of leadership on organizational change, work environment and educational initiatives will be analyzed on individual, group and system levels. The student will examine their personal leadership style, investigate student leadership, develop a plan for style growth and refinement, reflect on their personal and organizational core values and examine their leadership perspective as it relates to their organization.

### **NRS 512 Curriculum Development and Program Evaluation**

**(3 Cr.)**

In this blended course the students will explore, analyze and evaluate the process of developing a curriculum using an evidence-based approach. Student will design the framework for a nursing curriculum. Combined with microteaching opportunities the students will develop and refine program outcomes and a course within a curriculum framework. In addition, the students will develop learning opportunities for a course that are congruent with the course outcomes. Students will identify evaluation strategies that would provide data regarding the learner's achievement of specific outcomes.

Prerequisite: NRS 502, NRS 510.

### **NRS 513 Evaluation in Nursing Education**

**(3 Cr.)**

This course builds upon the theoretical components of NRS 512. Students will be introduced to evaluation models. Evaluation of programs and learners in a variety of settings will be addressed. Students will become familiar with different types of

evaluation tools and be able to develop tools and tests that measure learning outcomes. Evaluation standards of various accrediting bodies will be discussed and applied to programs of instruction. Prerequisite: NRS 512.

### **NRS 519 Teaching and Learning Strategies**

**(2 Cr.)**

This blended course will emphasize the application and evaluation of multiple technology tools related to instructional design. This course will help the student to develop a pragmatic approach to the mechanics of providing learning opportunities and resources that are needed for instruction. The student will develop and implement a plan that identifies and differentiates teaching and learning activities appropriate to adult learners that fosters learning in the cognitive, affective and psychomotor domains. The student will design a variety of strategies to be used to facilitate learning for adults that is aimed at specific objectives.

### **NRS 520 Technology and Nursing Education Practicum**

**(3 Cr.)**

This course is designed to assist students with the development of the ability to use technology as an effective teaching method and modality. Students will select an emphasis area such as human simulation technology, e-learning, self-directed online learning, etc. that they wish to learn to use. Students also will select an educational area, staff development, formal education or client education in which they wish to develop their skill using technology for nursing education. They will practice using technology under the guidance of an expert preceptor for the majority of this experience. Prerequisite: NRS 519.

### **NRS 521 Principles of Project Management**

**(2 Cr.)**

This course focuses on helping students prepare for their first practicum by identifying an organizational project and a nurse leader to be their mentor for the project. Students will be introduced to the fundamental concepts and tools for project management. Strategic project planning techniques and alignment of projects to the organizational and nursing strategic plans will be emphasized. The course highlights the primary steps used in planning, organizing, leading and evaluating projects that improve outcomes and are sustainable. Use of data to support, measure and evaluate the project also is emphasized.

### **NRS 522 Leadership in Nursing Practicum I**

**(2 Cr.)**

In this practicum, graduate students will work with a selected nurse leader to identify an organizational project in a designated setting with the leader identified in NRS 521. Student will explore the organizational, environmental, economic, and personnel issues that influence the success of a project. Students will identify areas and competencies for leader development and gain practical knowledge and skills necessary to lead an organizational project. Prerequisite: NRS 521.

### **NRS 523 Introduction to Organization and System Leadership**

**(3 Cr.)**

Building on knowledge of leadership and systems theory, students will learn to analyze an organization's readiness for change using a four frames perspective including; structural, political, human resource, and symbolic frames. Student's will complete an organizational assessment and explore the impact of various leadership styles on group dynamics.

Prerequisite: NRS 521.

### **NRS 524 Healthcare Systems Leadership**

**(3 Cr.)**

In this course students will examine contemporary leadership theories, frameworks and practices for leading change within the contexts of health professionals and health policy. Transformational and adaptive leadership theories as well as characteristics of personal and professional leadership are explored in relation to expectations for successful nursing leadership and performance in today's dynamic health care environments. Prerequisite: NRS 523.

### **NRS 525 Financial and Human Resources in Healthcare**

**(3 Cr.)**

In this course students will learn about the business of healthcare through the processes and principles of strategic planning, budgeting, human resource development, staffing and managing healthcare delivery. Nurse manager specific accountabilities, processes and principles for leading the business of healthcare will be emphasized. Prerequisite: Leadership concentration students, NRS 523, NRS 524.

### **NRS 526 Nursing Research**

**(3 Cr.)**

This course provides the students with an overview of the nursing research process. Problems inherent in nursing research and education will also be explored. Critical analysis, utilization, implementation, and communication of research are

discussed. Emphasis is placed on development of qualitative research processes and designs although quantitative research design is also discussed. The student will be prepared to read, interpret and critique the methodology and design techniques used in qualitative nursing research. To better understand this research process, student assignments can be explored from either a nursing education or nursing leadership perspective.

### **NRS 532 Data Analysis Applied to Research Design**

#### **(2 Cr.)**

The essentials of quantitative inquiry will be examined as applied to nursing. Data analysis procedures and selected analysis methods are used to demonstrate different approaches to understanding statistics. Issues related to interpretation of quantitative findings will be discussed. The course prepares students to examine research for the quality of evidence provided.

### **NRS 540 Practicum - Educational Setting**

#### **(3 Cr.)**

Through working with experienced faculty preceptors in the setting of the student's choice (nursing education, staff development, or client education), the student will plan, implement and evaluate a unit of instruction. Students will be active members of the instructional team in their focus area furthering their development as a nurse educator. Prerequisite: NRS 512, NRS 513, NRS 519.

### **NRS 541 Leadership in Nursing Practicum II**

#### **(2 Cr.)**

This practicum provides the student with an opportunity to work closely with a manager or administrator in a formal mentorship arrangement in a health care setting. The student has an opportunity to demonstrate management and leadership skills in a selected health care organization. The role of a leader is explored in the context of the changing health care environment. In addition, the student leads an agency-designated project under the guidance of a nurse preceptor. In addition, the student analyzes the project based on AONE Nurse Leader competencies. This practicum builds on skills and experiences attained in NRS 522 Leadership in Nursing Practicum I.

### **NRS 552 Evidence-based Nursing Education Project**

#### **(4 Cr.)**

In this course, graduate students will explore, synthesize and analyze current literature related to a question or issue in nursing education. The final project is an integrative review of the literature with evidence tables on a student-selected topic. The work will be conducted under the guidance of an assigned academic reader. The students will develop and explore a research question, guided by a conceptual framework and use published research in both nursing and related disciplines. Students will formulate and rate recommendations for nursing education based on the strength of the evidence examined in the review. The final written paper will reflect an understanding of the research process through a review, critical appraisal and analysis of the current evidence of the topic identified with recommendations for nursing education. The course will culminate with student presentations of the process used in data collection and analysis and the resultant recommendations and conclusions.

## **ADMINISTRATION AND FACULTY INFORMATION**

[Leadership and Governance](#)

[Faculty/Staff Directory](#)

[Offices and Services](#)