



CARDINAL  
STRITCH  
UNIVERSITY

# *Undergraduate 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 undergraduate 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 students' responsibility to familiarize themselves 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 was 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 UNDERGRADUATE PROGRAMS

## GENERAL ADMISSION INFORMATION

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

Admission decisions are made on a rolling basis, but early application is recommended. Programs in the College of Business and Management, College of Education and Leadership, and Ruth S. Coleman College of Nursing and Health Sciences may have additional admission criteria. (Please refer to specific college section in this catalog for more details). Upon receipt of all necessary documentation, the application will be evaluated and the Office of Undergraduate Admissions will formally notify individuals of their admission status. Notification is generally received within one week of completion of the application. The print date of official transcripts must not exceed one year from the date of application.

## APPLICATION FOR ADMISSION

### Freshmen Students

A freshman student is one who has a high school diploma or its equivalency and has attempted less than 11 college credits after the completion of high school or GED.

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

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

\*ACT/SAT sub scores will be used as the placement tool for English and math. High School GPA will be used to inform placement into study strategies courses if applicable.

If students believe their placement does not accurately represent current skills, they may elect to take the University placement test during one of the regularly scheduled time slots. Students will then be placed using the University Placement Test cut off scores determined by the English and math departments.

### Residence Hall Requirement

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

### Transfer Students

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

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

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

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

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

## Re-Entry Students

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

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

- Complete the application for admission online at [www.stritch.edu](http://www.stritch.edu).
- Submit official transcripts from all institutions attended since leaving the University. Due to the University requirement that all transcripts from prior institutions be on file for all active students, all official transcripts may need to be resubmitted.
- Submit official documentation for admission to specific programs/majors, if required.
- Submit additional information, upon request.

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

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

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.

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

## International Students

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

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

- Complete the application for admission online at [www.stritch.edu](http://www.stritch.edu).
- Submit official transcripts from all institutions attended. Non-U.S. transcripts must be evaluated by a Nationally Approved Credential Evaluation Service to determine degree and grade point average equivalencies.
- Submit official ACT/SAT scores (for students who have been out of high school for less than one year, and have attempted less than 12 college credits, ESL courses not applicable).
- Submit official documentation of English language ability, if required.
- Submit official documentation for admission to specific programs/major.
- Submit additional information, upon request.

The University will accept/use one of the following to determine English language proficiency:

- TOEFL (Test of English as a Foreign Language) score of 79.
- IELTS (International English Language Testing System) score of 6.5.

- 24 credits of successful U.S. academic coursework (C grade equivalency or better) (ESL courses not applicable).
- WESLI (Wisconsin English as a Second Language Institute) 700 level course completion.

## Special or Non-Degree Seeking Students

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

## Traditional Calendar Degree Programs or Courses

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

Special students are required to pay a \$100 tuition deposit at the time of registration. Special students are not eligible for federal, state, or institutional financial aid.

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

Personal/Professional Enrichment students may continue as a special student indefinitely without applying for formal admission to a degree program. Students in the category of Potential Degree Student may only enroll for a total of two semesters before they are required to submit an application and transcripts to the office of admissions. Students seeking credit to transfer may be eligible for financial assistance from the other institution they are attending.

## Accelerated/Cohort Degree Programs or Courses

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

## TYPES OF ADMISSION

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

1. **Full admission** is granted to applicants who submit all required official admission documentation and meet minimum standards for admission.
2. **Probationary admission** is granted to applicants who submit all required official admission documentation but do not meet all minimum standards for full admission to the University. 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 probationary admission could result in dismissal from the University.
3. **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 current (less than one year old) transcripts from all previous institutions before an admission decision can be made.

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

Upon acceptance to the University, applicants must submit a \$100 tuition deposit. For new traditional freshmen and traditional transfer students enrolling in the fall semester, tuition deposits submitted on or after May 1 of the year of

enrollment will be non-refundable. Tuition deposits submitted prior to May 1 of the enrollment year will be refundable. Spring semester deposits are refundable up until 10 business days before the first day of classes.

## UNDISCLOSED TRANSCRIPT POLICY

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

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

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

# ORIENTATION, ADVISING AND REGISTRATION

## NEW STUDENT ORIENTATION

### Traditional Calendar Degree Programs

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

### Accelerated/Cohort Degree Programs

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

## ADVISING AND REGISTRATION

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

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

### Traditional Calendar Degree Programs

Undergraduate students in traditional calendar degree programs register for their courses online through My Stritch. Students enrolled in a traditional calendar bachelor's degree program must meet with their major/departmental advisor prior to the registration period every semester to receive registration clearance. At this meeting, major advisors will counsel students on which courses to take during the upcoming term for their major and will then clear the students to register. Current students without a declared major or pursuing an Associate of Arts degree program are required to meet with a member of Academic and Career Advising before registering.

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

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

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

### Accelerated/Cohort Degree Programs

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

# TUITION, FEES AND FINANCIAL AID

## TUITION, FEES AND REFUNDS

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

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

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

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

## GENERAL FINANCIAL AID INFORMATION

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

The Financial Aid Office determines each student's eligibility for financial assistance using federal methodology. Students must submit an approved application form annually to determine their eligibility for federal, state, and University aid. The methodology assumes that it is the primary responsibility of the student and/or the student's family to pay for University costs. The ability to pay is determined by examining the family's current financial situation and considering such factors as parental income and assets, student income and assets, taxes paid, family size, nontaxable income and benefits, etc.

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

## FINANCIAL AID APPLICATION PROCEDURE

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

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

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

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

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



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

## FINANCIAL AID ATTENDANCE POLICIES

### Institutional Holidays and Designated Breaks

#### Traditional Calendar Degree Programs

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

#### Accelerated/Cohort Degree Programs

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

#### Accelerated/Cohort Degree Programs

Students are strongly encouraged to request a leave of absence if they will be out of attendance for more than 29 days, whatever the reason, whether it is because of a waived course, or because they met the requirements of the scheduled course previously. The failure to utilize a leave of absence may have an adverse impact on financial aid.

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

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

## SATISFACTORY ACADEMIC PROGRESS (SAP)

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

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

### Quantitative Standards

#### Maximum Accumulation of Credits/150% Rule

Each academic program has a published program length, measured in credit hours. Students will not be eligible for financial aid for any credits that are attempted in excess of 150% of the published credit length of their program. Credits transferred to the University shall be included in the calculation of attempted and completed credits for the purpose of determining the total 150% 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
Associate	70	105
Bachelor's	120/128	180/192

The undergraduate catalog defines 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. Developmental (remedial) coursework will be counted as attempted and earned as long as a minimum grade of C or better is achieved. Courses taken as audit are not counted as attempted or earned credits.

Examples:

Credits Attempted	Minimum Necessary Credits Earned
24	17
48	33
72	49
96	65

### **Qualitative Standards**

#### **Minimum Grade Point Average**

Students must maintain an acceptable cumulative grade point average (GPA) throughout the duration of their programs. For undergraduates, the minimum cumulative GPA shall be 2.0. 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 taking "DV" (Developmental/Remedial credits) must receive a "C" grade or better in those courses to be considered in good SAP standing.

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

For courses that are retaken by a student, the grade awarded for the course the first 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 2<sup>nd</sup> degree, any courses that were taken during the 1<sup>st</sup> degree that are transferred in to apply to the student's 2<sup>nd</sup> 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.

## **STUDENT CLASSIFICATION FOR FINANCIAL AID**

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

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

## **FEDERAL AND STATE GRANTS**

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

### **Pell Grant**

Pell is a federal grant program for undergraduate students. The maximum Pell Grant will be \$5,730 for the 2014-2015 academic year. Eligibility cannot exceed the equivalent of 12 full-time semesters.

### **Wisconsin Grant**

The Wisconsin Grant is a state grant available for eligible Wisconsin resident undergraduates. The maximum tuition grant will be \$2,900 for the 2015-2016 academic year. Eligibility cannot exceed ten semesters.

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

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

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

TIP is a state grant designed for very low income students and/or students who traditionally might not attend college. The student must hold freshman status to receive the grant initially. Initial awards may be made by the Financial Aid Office or WEOP (Wisconsin Educational Opportunity Program). These funds are limited. The maximum grant amount is set annually by HEAB (Wisconsin Higher Educational Aids Board) and may not exceed \$1,800 per year. Wisconsin residency is required. To continue to receive the TIP Grant, students must be enrolled for consecutive terms and continue to show financial need. Eligibility cannot exceed 10 semesters.

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

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

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

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

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

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

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

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

### **Veterans Grant Program**

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

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

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

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

## **FEDERAL LOAN PROGRAMS**

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

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

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

#### **Federal Direct Loan Limits – Dependent Students**

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

#### **Federal Direct Loan Limits – Independent Students**

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

### **Perkins Loan**

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

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

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

## **STUDENT EMPLOYMENT**

Jobs are available on campus for students with and without financial need. Preference is given to those students with financial need who are enrolled full time. Those students with financial need who are enrolled for fewer than 12 credits but more than six credits are also eligible. There are a limited number of student jobs available, so students need to be proactive in their search. Students interested in locating part- or full-time employment can schedule an appointment with a career representative in the Student Success Center to develop a job search strategy. Student worker opportunities are posted at <http://career.stritch.edu>.

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

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

### **Honors Scholarship**

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

### **Franciscan Heritage Scholarship**

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

### **Franciscan Heritage/Transfer Student Opportunity Grant**

These grants are for students who fail to qualify for a Franciscan Heritage, Serra Transfer, or St. Bonaventure Scholarship. Renewal of this grant is based on a student maintaining a 2.5 cumulative GPA. Full-time enrollment is required.

### **Franciscan Servant Scholars Program**

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

### **Serra Transfer Scholarship**

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

### **St. Bonaventure Transfer Scholarship**

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

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

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

## **Cardinal Stritch University Grant**

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

## **Cardinal Stritch University Residency Grant**

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

## **International Scholarship**

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

## **Endowed/Private Scholarships**

A variety of endowed and private scholarships are made possible through the generosity of friends and alumni of Cardinal Stritch University. They are awarded on an individual basis and administered by the Financial Aid Office. Endowed and private scholarships may be awarded directly to students or may be made available through a competitive application process. The Financial Aid Office communicates to students when applications are available for endowed scholarships. Scholarships which have been awarded include but are not limited to the following:

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

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

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

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

# ACADEMIC DEGREE PROGRAMS

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

## ASSOCIATE DEGREES

### Associate of Arts

- General Studies

## BACHELOR'S DEGREES

### Bachelor of Arts

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

### Bachelor of Fine Arts

- Graphic Design

### Bachelor of Science

- Business Administration
- Education (Elementary) \*\*\*Refer to teacher certification information below for specific information.
- Human Services Management
- Management
- Nursing
- Respiratory Therapy (Completion)
- Strategic Management of Information Systems

## EDUCATION TEACHER CERTIFICATION

Teacher certification is available in the following areas:



### **Early Childhood Education Completion**

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

### **Elementary Education**

- Early Childhood-Middle Childhood (approximate ages of birth-11 years old)
- Middle Childhood-Early Adolescence (approximate ages of 6-12 years old)

### **Secondary Education**

- Early Adolescence-Adolescence (approximate ages of 10-21 years old)  
All students seeking Early Adolescence-Adolescence certification are required to complete a major in a content area.  
Major/Content areas available:

- Biology
- Broad Field Social Studies (DPI approved concentrations under Broad Field Social Studies include History, Political Science, Sociology, Geography, Economics, Psychology)
- Chemistry
- Computer Science
- English
- History
- Mathematics
- Political Science
- Sociology

- Early Childhood-Adolescence (approximate ages of birth-21 years old)  
All students seeking Early Childhood-Adolescence certification are required to complete a major in a content area.  
Majors/Content Areas available:

- Art
- World Languages (Spanish)
- Theater

### **Special Education**

Cross-Categorical Special Education Certification is available when completed with another certification program. DPI approved concentrations under Cross-Categorical Special Education include Emotional/Behavioral Disorders, Cognitive Disability, or Specific Learning Disabilities. Students may choose from the following options:

- Dual Certification: Regular Education: Middle Childhood through Early Adolescence and Special Education: Middle Childhood through Early Adolescence
- Dual Certification: Regular Education: Early Childhood through Middle Childhood and Special Education: Middle Childhood through Early Adolescence
- Dual Certification: Regular Education: Early Adolescence through Adolescence and Special Education: Early Adolescence through Adolescence

### **Teaching Minors**

All students seeking Middle Childhood- Early Adolescence certification are required to complete a minor. Students seeking other certifications may also choose a minor. Teaching minors available:

- Biology
- Social Studies
- Chemistry
- Computer Science
- Science
- English
- History
- Mathematics
- Literacy
- Political Science
- Special Education
- Spanish
- Speech Communication
- Theater

## **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 for specific information.

## **CERTIFICATE PROGRAMS**

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

## **SPECIAL PROGRAMS**

### **Professional Preparation**

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

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

### **Integrated Leadership Program**

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

# DEGREE REQUIREMENTS

## LIBERAL ARTS CORE CURRICULUM (GENERAL EDUCATION)

### Mission Statement

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

### Goals of the Core Curriculum

The Core Curriculum has three main goals:

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

### Core Curriculum Student Learning Outcomes

Students will acquire knowledge of:

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

Students will cultivate the following intellectual and practical skills:

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

Students will demonstrate personal and social responsibility for:

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

### Indicators of Student Success

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

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

## CORE MATHEMATICS REQUIREMENT

Depending on major, the core mathematics requirement is fulfilled by : MT 109, MT 113, MT 120, MT 195, or any 200-level or higher MT course. MT 109 meets the core mathematics requirement for students whose major does not require any other particular mathematics course. Please see the individual program pages for the mathematics requirements of a particular major.

## DEGREE INFORMATION

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

## ASSOCIATE DEGREE

## **Associate of Arts (AA)**

The Associate of Arts degree is awarded for the successful completion of the General Studies program. Students must earn a minimum of 60 degree credits and maintain a 2.0 ("C") average. All credits earned in the AA program are applicable to a BA or BFA degree. The specific minimum requirements for this program are as follows:

### **GENERAL STUDIES**

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

A minimum of 30-33 credits

#### **Additional Requirements**

A minimum of 27-30 credits met by one of three options:

- 12 credits in one academic area for concentration and 15-18 elective credits;
- 12 credits in an Advance Core Certificate and 15-18 elective credits;
- 27-30 elective credits.

Requires a minimum of 60 credits.

## **BACHELOR'S DEGREES**

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

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

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

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

A range of 45-53 credits.

### **Major Requirement**

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

### **General Elective Requirement**

If students do not reach the required 120 credits needed for graduation by fulfilling their major (minor) and core requirements, they may need to take general electives to reach 120 total credits.

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

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

A range of 45-53 credits.

## **Bachelor of Science in College of Business and Management (BS)**

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

A range of 33-36 credits.

### **Major Requirement**

A Bachelor of Science in any College of Business and Management program must be a minimum of 32 credits. Specific program requirements are found in the College of Business and Management section.

## **Bachelor of Science in Elementary Education (BS)**

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

A range of 30-36 credits.

### **Major Requirement**

A Bachelor of Science in Education requires a minimum of 64 credits in the major area. See the College of Education and Leadership section for a complete listing of requirements.

### **Bachelor of Science in Nursing**

The Bachelor of Science in Nursing (BSN) program is accredited by the Commission on Collegiate Nursing Education (CCNE). The student may earn a BSN degree by taking the pre-licensure program or RN-BSN program. The pre-licensure program is designed for students seeking a 4-year nursing degree with a liberal arts foundation. The RN-BSN program is a completion program for registered nurses who have a diploma or associate degree in nursing. Both programs lead to a Bachelor of Science in Nursing degree.

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

A range of 30-36 credits.

### **Major Requirement**

The pre-licensure BSN major is a minimum of 60 credits in addition to arts and sciences courses.

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

### **General Elective Requirement**

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

### **Bachelor of Science in Respiratory Therapy**

The Bachelor of Science in Respiratory Therapy is a completion program for registered respiratory therapists and is offered in an online format.

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

35 credits

### **Major Requirement**

The Respiratory Therapy completion program requires a minimum of 32 credits in the major courses.

### **General Elective Requirement**

A minimum of 9 credits is required, but student must reach 120 total credits needed for graduation.

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

### **Advanced Core Certificates**

The Bachelor of Arts and Fine Arts degrees require that students complete an advanced core certificate as part of their degree requirements. These certificates allow students to explore an area of interest. Each certificate teaches to the learning outcomes of Franciscan heritage and values and local and global community engagement. Students who complete all six courses (18 credits) in one of the identified areas will receive a minor.

### **Aesthetic Experience Requirement**

The Bachelor of Arts and Fine Arts degrees require that students complete an aesthetic experience as part of their degree requirements. This can be fulfilled by taking credit or no-credit experiential-based courses in art, music, theater, or writing. Students also have the option to fulfill the requirement by participating in a Stritch theater production or by taking instrumental or voice lessons.

### **Foreign Language Requirement**

The Bachelor of Arts and Fine Arts degrees require that a student complete a second semester level (102) language course or prove proficiency in a foreign language. This policy applies to both freshmen and transfer students.

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

Individuals are considered proficient in a foreign language when they:

- possess listening, speaking, reading, and writing skills in the language;
- are able to understand the main ideas of all speech, make inferences within the cultural framework of the language;
- can follow linguistically complex discourse with cultural sensitivity;
- speak the language with precision in order to participate in a conversation;
- support their ideas and opinions with ease;
- read and understand a variety of literary texts;
- comprehend, hypothesize, and support their opinions regarding the academic reading;
- express themselves properly by writing memos, letters, and research papers;
- have a wide vocabulary that allows them to present an argument and express their opinion in an accurate manner.

### **Foreign Language Placement Examination**

A student who has either previous coursework that is unable to transfer or a linguistic background in Spanish, French or German is required to take the WEBCape placement exam. The exam measures a student's ability in a foreign language, and the results of the exam place the student in the appropriate course, equal to the student's level of comprehension. The placement exam may only be taken once and must be taken before students complete their first modern language course at Stritch. Students may not take the exam after taking a course at Stritch because the results will no longer be accepted by the department. If a student takes the exam and places at a level indicating proficiency (third semester placement), the student is considered to have fulfilled the foreign language requirement and will not be required to take any foreign language courses. The Webcape Exam is not a replacement for a foreign language course. It is recommended that students complete their foreign language requirements before they have earned 64 credits for their undergraduate bachelor's program

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

Retroactive credits may be awarded only by the Modern Languages and Cultures Department. Students can earn retroactive credits only if they place into a foreign language course higher than the 101 level through the online placement exam and then take that course at Cardinal Stritch University and receive a grade of "B" or higher. The number of retroactive credits earned is determined by the course level at which the student begins foreign language study at the University, and a student can earn a maximum of 14 retroactive credits.

Retroactive credits can be used to fulfill the foreign language requirement. However, if students receive a grade lower than "B" in their first college-level foreign language course (not at the 101 level), they will not earn any retroactive credits.

Retroactive credits count towards the total credits required for graduation.

### **Culminating Experience**

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

# ACADEMIC POLICIES

*Students are bound by the current policies governing all processes in effect during the entire time they are enrolled at Stritch even though the policies may differ from those in place when a student entered the program.*

## 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.

## CALENDAR

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

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

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

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

## CLASSIFICATION OF STUDENTS

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

### **Class Year Classification (for students who entered as of fall 2013)**

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

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

### **Class Year Classification (for students who entered prior to fall 2013)**

- Freshmen 0-31 credits
- Sophomores 32-63 credits
- Juniors 64-95 credits
- Seniors 96 or more credits

## Full-Time and Part-Time Classification

### Traditional Calendar Degree Programs

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

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

### Accelerated/Cohort Degree Programs

Students in non-term accelerated/cohort degree programs will be considered full time when registered for courses within their degree program. Breaks in class attendance resulting from prerequisite coursework not needed, transferred coursework taken prior to admission, courses for which the student tests out and are not taken, or approved leaves of absence will not alter the full-time status of students.

## Special Students

Special students seeking to take traditional calendar courses may take up to nine credits per semester at Cardinal Stritch University and fall into the following categories: Personal/Professional Enrichment, Potential Degree Student and Seeking Credit to Transfer. A fourth type of special student is a student enrolled at a foreign institution who is taking coursework at Stritch. Students in this Foreign Exchange category may take more than nine credits per semester. Personal/Professional Enrichment students may continue as special students indefinitely without applying for formal admission to a degree program. A Potential Degree student may take courses as a special student for two semesters before applying for admission to the University as a regular student. Students classified as Seeking Credit to Transfer are those who are taking courses at Cardinal Stritch University which they intend to apply toward a degree from another institution. These students may take courses as special students for as long as they are enrolled at another institution of post-secondary education.

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

## COURSE NUMBERING

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

## CREDIT LOAD

### Traditional Calendar Degree Programs

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

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

### Accelerated/Cohort Degree Programs

Students in accelerated/cohort degree programs will be considered full time when registered for courses within their degree program. Breaks in class attendance resulting from prerequisite coursework not needed, transferred coursework taken prior to admission, courses for which the student tests out and are not taken, or approved leaves of absence will not alter the full-time status of students.

## CREDIT HOUR

### Department of Education Regulation Definition for Credit Hour



An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **Cardinal Stritch 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, practicum, homework, classroom attendance, examinations, 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 credits 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 x 4 hours per week (24 hours)

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

##### Practicum

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

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

#### **Verification**

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

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

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

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

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

## **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.

## **ADDING, DROPPING A COURSE**

### **Traditional Calendar Degree Programs**

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

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

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

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

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

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

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.

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



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

### **Administrative Withdrawal for Non-Attendance**

Cardinal Stritch University requires students to attend courses in order to remain a current student. Students who stop attending some, but not all 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 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 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 (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.

## MID-TERM AND FINAL EXAMINATIONS

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

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

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

## GRADES AND QUALITY POINTS

### General Grade Information

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

A student's cumulative GPA is calculated using only those credits and grades earned at Cardinal Stritch University. The GPA is computed as follows: the credit hours for each course are multiplied by the quality points earned for each grade received; the quality points for all courses recorded are totaled, and this number is divided by the total number of semester credits graded. All courses are included in the computation except those in which grades of "HP" (High Pass), "P" (Pass), "LP" (Low Pass), "W" (Withdrawal), "WU" (Unofficial Withdrawal), "AU" (Audit), "I" (Incomplete) are received.

For courses that are retaken by a student, the grade awarded for the course the first time it was taken remains on the transcript, but it is not counted toward the GPA. Developmental courses are also not included in the GPA computation, but grades are included on the transcript.

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

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

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

An "auxiliary" course is one that may be required for the major or minor but does not have the major or minor department designation; (e.g., MT 120 is a required auxiliary course for business majors.) Auxiliary courses are not counted in the number

of required major or minor department credits, unless otherwise stated. In general, grades of “C-” and above are accepted in auxiliary courses unless the individual department establishes a higher minimum grade.

No grade lower than “C-” will be accepted in a student’s major courses, although individual departments may establish a higher minimum grade. A course in which a student earns a grade lower than the minimum acceptable grade may be designated as a general elective, unless the specified course is required for the major.

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

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

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

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

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

### **Grades in Developmental Courses**

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

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

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

### **Incompletes**

Students may be granted a grade of incomplete (“I”) if, through extraordinary circumstances, they are prevented from completing course requirements. 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, 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.

## **ADDITIONAL ACADEMIC OPTIONS**

### **Pass-Fail Courses**

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

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

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

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

### **Directed and Independent Study**

Several departments offer opportunities for student growth in self-motivation and self-education by means of directed study or independent study. A directed study is a self-directed study of an existing course to meet the student's graduation needs or scheduling conflict. An independent study is highly individualized study that is not addressable through any other course format 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 add/drop deadline or will bring the student credit load above 18 credits, it can affect his/her bill and financial aid. For more information on directed or independent study, students should see their academic advisors, who will discuss any financial impact and give them the appropriate forms. Students should then contact the chairperson/major advisor to make arrangements and complete the required paperwork.

### **Auditing**

Auditing allows students to attend courses without being required to take examinations or to complete projects. A grade of "AU" will be recorded on students' permanent records instead of credit or a letter grade; audited courses do not count toward the semester or cumulative grade point average, graduation, or a degree.

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 deadline 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.

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

### **Definition**

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

### **Purpose**

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

### **Guidelines**

The Internship must:

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

### **Notes:**

- Internships and field experiences at the University are defined for specific positions and are different than practica and clinical requirements.
- Students need to complete an internship form, which outlines the roles and responsibilities for all parties.
- The internship/field experience must begin in the same term in which the student registers. Students must register before beginning the course.
- It is the responsibility of the dean for each college to ensure the internship process has been followed appropriately.

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

## **RESIDENCY CREDIT POLICY**

Cardinal Stritch University, like most universities, seeks to maximize the number of credits students earn here. This ensures that students absorb as much of the University's philosophy as possible by interacting with a large number of faculty and staff, thus creating a distinctive Stritch identity for the student. It is a University requirement that the last 30 credits earned for a bachelor's degree and the last 15 credits for an associate degree be earned at Stritch (residency requirement.) Developmental courses are not included in this number.

All students must also have a minimum of 12 credits in courses taken at Stritch in the undergraduate major. Colleges may have residency requirements for the major that are above and beyond this. Program residency requirements are published in each college's program materials. The institution must make available the courses that students need to complete their degree requirements once they have begun a specific program of study. If a student was about to graduate and the University was forced to cancel a required course, permission could be given to take the course elsewhere. **Under ordinary circumstances, once students have matriculated, they may not take courses at other institutions.** Students need explicit permission to take courses at another school and transfer the credits to Stritch. Permission to take courses at another school is granted by

the registrar in consultation with the appropriate department and their academic advisor on the basis of need, but will not be granted because of convenience or tuition. If the course is one required in the student's major sequence, the permission of the department chair is also required. Normally, courses in the student's major are to be taken at Stritch.

## **ADDITIONAL MAJORS OR DEGREES**

### **Double Majors**

To achieve a concurrently earned double major, a student must complete the course requirements for both (all) major areas and all core requirements. For students in traditional calendar degree programs, the chairs of the two departments have the discretion to determine whether the senior seminar needs to be taken in both majors. If one seminar is sufficient, the chairs may determine whether fewer than 34 credits are acceptable in the second major. In no case may the second major be fulfilled with fewer than 30 credits. If some courses fulfill requirements for both majors, they will be counted towards both areas. In this situation, a student will earn a single degree with two majors.

### **Two Degrees**

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

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

Alumni of the University who wish to earn a second bachelor's degree will be considered in-house transfer students. Students will be allowed a maximum of 90 credits toward a second degree. They must fulfill the 30 credit residency and fulfill all core and major requirements as of their entry date.

To earn a second major after graduation from Stritch, students will be considered in-house transfer students. As such, they must complete the 30 credit residency and all core requirements as of their reentry date. In this situation, a student will earn two degrees, each with one major, since the first degree has already been conferred.

To earn a minor or concentration after graduation from Cardinal Stritch University, students will not be required to complete the 30-credit residency requirement. In this situation, the student's new minor or concentration will be noted on the transcript, but he/she will not earn a second degree.

## **COURSES FROM OTHER POST-SECONDARY INSTITUTIONS**

### **Transfer Credit Policy**

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

Cardinal Stritch University will accept up to 90 credits in transfer for Bachelor's degrees and up to 45 credits in transfer for Associate degrees, depending on the requirements of the degree/program. The decision to accept transfer credits is made by the specific major departments and the Registrar. Transfer courses do not automatically fulfill core or major requirements of Stritch. Once credits are accepted in transfer at the University, the credits will be applied to any college based on the college's major/program requirements.

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

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

- A maximum of 32 semester hours of technical credit may be transferred in and applied to bachelor's programs; for associate programs, the limit is 16 semester hours of technical credits. Students will not be permitted to transfer in technical credits after matriculating at Stritch.

## **Articulation Agreements**

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

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

Cardinal Stritch University recognizes that learning experiences can occur outside of the traditional classroom setting and that these experiences may be equivalent to college-level learning. There are several programs and methods used to assess such college-level learning and to award credit.

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

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

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

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

### **International Baccalaureate (IB)**

International Baccalaureate diploma programs provide instruction and assessment of learning consistent with college-level learning. Cardinal Stritch University recognizes IB for its academic rigor and awards credit for learning as demonstrated by acceptable scores on corresponding IB exams. A score of 4 on Higher Level (HL) exams and 5 on Standard Level (SL) exams is required in order for credit to be granted. Academic departments determine exact course equivalencies and credit amounts in consultation with the PLA office, which monitors IB for curricular updates and coordinates with departments to ensure continued accuracy of all IB exam credit awards and equivalencies. Students must provide an official IB transcript to receive credit. Some academic programs may require higher scores on specific exams to meet licensure and specialized accreditation requirements.

Students awarded the full IB diploma and who earn at least a C or better on the extended essay may earn an additional three (3) credits for EN 101 Persuasive Writing. A 'B' or better on the extended essay will earn three (3) credits for EN 102.

### **College Level Examination Program (CLEP), Excelsior College Examinations, and DSST**

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

## **Departmental Examinations**

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

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

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

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

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

### **United States Armed Services Records/Military Learning**

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

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

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

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

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

### **Study Abroad**

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

In addition, enrollment in a semester-long study abroad program approved for credit by Cardinal Stritch University may also be considered enrollment for purposes of applying for federal student financial aid. Specific information about the financial aid process as it relates to study abroad can be obtained by contacting the Financial Aid Office.

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

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



## **Academic Warning**

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

1. Students may carry no more than 15 credits per semester
2. Students must meet with their academic advisor prior to registering for classes.

## **Academic Probation**

When their cumulative grade point average falls below 2.0, students are placed on Academic Probation. Academic Probation will be noted on the student's transcript, as will removal from probation. Students on Academic Probation are subject to the following terms:

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

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

If students leave the institution for a semester or more after being placed on Academic Probation, they will return on Academic Probation.

## **Academic Dismissal**

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

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

A student who has been dismissed from the University has the right to appeal for reinstatement. This appeal must be made in writing to the Vice President for Academic Affairs no later than 30 days after the letter of dismissal has been mailed to the student. The Vice President for Academic Affairs may refer appeals to the Undergraduate Academic Standards Committee. The student is strongly urged to appear in person before the Academic Standards Committee to present the appeal. The student may bring one other person as support to the appeal hearing, although this person may not take part in the discussion. The committee may use input from the department and/or instructor in making its decision. The decision of the committee is forwarded in writing to the Vice President for Academic Affairs, who informs the student. In matters of Academic Dismissal, the decision of the committee is final.

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

## **ACADEMIC GRIEVANCES**

If students feel that there is sufficient reason to question a final course grade or an academic disciplinary action, they 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 make 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 appeals for the change of a course grade, the student and the academic person concerned are strongly urged to appear before the committee when the case is presented. Each may bring one other person as support to the appeal hearing, although this person may not take part in the discussion. The Undergraduate Academic Standards Committee does not have the authority to change a course grade but may recommend that the instructor re-evaluate the situation. The committee's recommendation is forwarded in writing to the Vice President for Academic Affairs, who informs the student and department/program chair, and associate dean where applicable, of the department/college in which the course was taken.

A student dismissed from the major/program, minor, or area of concentration for unacceptable grades may petition the department for readmission no later than 30 days after the letter of dismissal has been mailed to the student. The petition must be in writing. It is the department's decision to readmit the student or not and/or to place any conditions on the readmission. Appeals of the department's decision must be made in writing to the college dean to whom the department reports. The college dean, in consultation with the department, may make the final decision and inform the student of the outcome of his/her appeal.

## **ACADEMIC INTEGRITY**

### **General Policy**

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

### **Cheating**

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

### **Plagiarism**

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

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

## **Fabrication**

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

## **OTHER ACADEMIC MISCONDUCT**

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

## **Action and Appeal**

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

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

- resubmission of an equivalent, but not identical exam, paper, project, etc.;
- a grade of "F" or "zero" on the exam, paper, project, etc.;
- failure of the course.

The faculty member will then submit in writing a description of the violation and the action taken against the student to the following parties: the chair of the department in which the violation occurred, the department chair of the student's major, the dean of the college in which the violation occurred, and the Vice President for Academic Affairs. 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 Undergraduate Academic Standards Committee. This committee will make the final decision in the matter.

## **Serious Violations**

Upon evidence of any serious and substantiated violation of academic integrity, the 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 Undergraduate Academic Standards Committee. This committee will make the final decision in the matter.

## **Multiple Violations**

Upon evidence of more than one violation of academic integrity by a single student, the 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 Undergraduate Academic Standards Committee. The decision of the committee is final.

## **STUDENT CONDUCT CODE**

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

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

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

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

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 who is being disturbed by another student's behavior is encouraged to speak with the chair of the department in which the course resides.

# GRADUATION AND COMMENCEMENT

Graduation is the culmination of a student's academic experience resulting in the conferring of a degree. Cardinal Stritch University confers degrees in May, August and December. Students are eligible for graduation when they have met all academic degree requirements and have 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 have met all financial obligations to the University. Students are not required to participate in commencement in order to graduate but are encouraged to do so.

## GRADUATION REQUIREMENTS

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

Students are candidates for an associate degree when they have:

- Earned a minimum of 60 semester hours of credit and a cumulative grade point average of at least 2.0 in courses taken at Cardinal Stritch University (nursing students must have a cumulative grade point average of 2.25 in courses taken at Cardinal Stritch University);
- Fulfilled the minimum general education requirements;
- Fulfilled the requirements of their respective course sequence;
- Adhered to University's Residency Credit Policy
- Been recommended by faculty vote;
- Met all student responsibilities for the University outcomes assessment program; and
- Applied for diploma

Students are candidates for a bachelor's degree when they have:

- Earned a minimum of 120 semester hours of credit with a cumulative grade point average of at least 2.0 in courses taken at Cardinal Stritch University (nursing students must have a cumulative grade point average of 2.25 in courses taken at Cardinal Stritch University.);
- Fulfilled the minimum general education (core) requirements;
- Fulfilled the course requirements of the major department;
- Successfully completed their Senior Culminating Experience;
- Fulfilled the Franciscan Core requirements (as required by their degree);
- Adhered to University's Residency Credit Policy
- Been recommended by faculty vote;
- Met all student responsibilities for the University outcomes assessment program; and
- Applied for diploma

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.

## 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 in order to graduate from the University even if not participating in the commencement ceremony. Diplomas are mailed approximately two months after the graduation date. Diplomas and final and official transcripts will not be mailed or released to graduates who have financial obligations to the University.

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

## PARTICIPATION IN COMMENCEMENT

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

Note: if approval is granted, it is for permission to walk across the stage at commencement, not the conferral of a degree. Participation in commencement or listing of a student’s name in a program does not guarantee degree conferral.

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.

## **ACADEMIC HONORS**

### **Graduation Honors**

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

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

### **Dean’s List**

The Dean’s List is made up of those students who have attained a grade point average of 3.5 or higher in any semester. To be eligible, a student must have carried at least 15 credit hours taken in a semester for letter grades. Students are ineligible if they have taken any courses for Pass-Fail or if they have earned a “D+,” “D,” “D-,” “I,” “WF,” or “F” in any course that term. Only students in traditional calendar degree programs will be considered for eligibility for the Dean’s List.

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

### **Honor Societies**

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

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

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

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

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

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

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

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

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

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

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

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



# GENERAL UNIVERSITY POLICIES

## NONDISCRIMINATION/HARASSMENT POLICY

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

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

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

## COMMITMENT TO NONDISCRIMINATION

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

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

### 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 students believe anything in their record is inaccurate, misleading, or otherwise violates their rights, students have the right to challenge the content of those records. If students' suggested corrections are not made by the University, students may insert into their 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 students' written requests to review their 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 students' requests are refused, they may insert in their records a written explanation regarding the contents to which they object, 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. 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. 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. To comply with a judicial order, lawfully issued subpoena, or in the case of legal action between the University and the student or student's family.
10. 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. To the student.
13. 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 students because of their 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 students believe that the University is not in compliance with FERPA, they 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 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/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 determined that the appeal is in order, he/she 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 which are accessible. Contractual or lease agreements will reflect efforts to ensure accessibility. It is the responsibility of the prospective enrollee to give sufficient advance notification of the need for any special accommodation or auxiliary aids in order for the accommodations to be made.

## **Academic Support Services**

### **A. Modification of Academic Requirements**

Academic requirements will be modified as necessary to ensure that the University does not discriminate against qualified students with disabilities. These modifications cannot affect the substance of the educational programs or compromise

educational standards, nor should they intrude upon legitimate academic freedom. Modifications may include changes in the length of time permitted for the completion of degrees and adaptation of the manner in which specific course requirements are met. Academic requirements that are essential to programs of instruction or to any directly related licensing requirement (e.g. requirement for nursing) are not subject to modification.

## **B. Modification of Program Examinations and Evaluations**

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

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

## **C. Provides General Academic Support**

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

## **Other**

### **A. Physical Education, Athletics, Similar Activities**

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

### **B. Financial Aid**

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

### **C. Advising, Counseling, Health and Placement Services**

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

### **D. Housing**

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

### **E. Co-Curricular Activities**

Before providing official recognition or assistance to campus organizations, the Director of Student 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.stritch.edu/admissions-and-financial-aid/request-information](http://www.stritch.edu/admissions-and-financial-aid/request-information))
- Complaints relating to the quality of education other State or accreditation requirements ([www.stritch.edu/admissions-and-financial-aid/request-information](http://www.stritch.edu/admissions-and-financial-aid/request-information))

### **Ethics/Treatment of Self and Others**

- Harassment ([www.stritch.edu/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 our knowledgeable representatives and online via My.Stritch.edu. Student Registration 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 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 our resources and services. Please feel free to send comments or suggestions to [support@stritch.edu](mailto:support@stritch.edu).

## Network Login Policy

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

## **STUDENT SUCCESS CENTER**

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

The Student Success Center is comprised of five major areas (Academic and Career Advising, Mission Engagement, Retention, Student 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**

Academic Support offers free tutoring services to all Cardinal Stritch University students. The staff 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**

Stitch 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 50 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**

### **Intercollegiate Athletics**

Stitch 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.stitchwolves.com](http://www.stitchwolves.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.stritchwolves.com](http://www.stritchwolves.com).

# CAMPUS FACILITIES

## The Library

The Library seeks to provide welcoming places to satisfy a diversity of needs from individual study to group collaboration to virtual learning environments. Two levels of abundant resources for study and research are located in the Stritch library, along with special study, computing, media, meeting rooms and a newly redesigned 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 ongoing assessment, project debriefing, etc.
- mutually agreed upon timelines that are realistic given the scope of the project, workload, and resources of the Leadership Center.

Call (414) 410-4551, or visit [www.stitch.edu/leadershipcenter](http://www.stitch.edu/leadershipcenter) for more information.

# ACADEMIC SUPPORT COURSES (ASC)

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

Courses below 100-level do not carry University credit.

## **ASC 010 College Study Strategies**

**(3 Cr.)**

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

## **ASC 012 College Reading**

**(3 Cr.)**

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

## **ASC 014 Applied Study Strategies**

**(1 Cr.)**

The focus of this class is applying and transferring study and test-taking strategies to content area classes. Activities and tutoring will facilitate student application of strategies. Although assessed for one credit, this course does not carry University credit.

## **ASC 015 Practical Learning Strategies**

**(1 Cr.)**

The focus of this class is enhancing study and test-taking strategies. Tutoring will facilitate student application of strategies to content area classes. Although assessed for one credit, this course does not carry University credit.

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

**(3 Cr.)**

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

# **COLLEGE OF ARTS AND SCIENCES**

## **Mission**

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



# COMMUNICATION (CA)

Communication at Cardinal Stritch University provides a wide variety of career preparation opportunities, all offered within the broader context of a Liberal Arts education. A communication degree has no boundaries. It translates into multiple work environments with its foundations in interpersonal, small group, persuasive, oral, digital, visual, and written communication. Students develop understanding of and the key skill sets to work in non-profit, corporate, consumer, and mediated communication settings. Within the major, students may also choose to specialize their degree work in media, integrated marketing communication, interpersonal communications, or organizational communication. Throughout the degree program, students build a diversified portfolio demonstrating oral and written strengths, as well as problem-solving, audience analysis, interpersonal dynamics, conflict mediation, and cross-cultural and gender understanding.

Students develop professional experience through service learning within courses and through self-selected internships. Students are encouraged to complete two internships at different sites and with different job descriptions. A major in Communication will allow the student to develop the skills necessary to communicate with a variety of audiences in a variety of settings. Career options include entry-level positions in public relations, mass media, business communication, advertising, education, and public service. Many of our graduates continue their education in graduate or law school, and many receive job offers from their internship sites.

A major or minor in Communication is a strong complement to a major in Sport Management, Psychology, Theater, Art, or Nursing.

## MAJOR AND MINOR REQUIREMENTS

**Communication Major:** 42 Credits

Required courses for major: CA 101, 108, 210, 252, 260, 301, 401 and 406, and a minimum of 18 credits from CA course offerings and/or selected art course offerings. A maximum of two CA 403 internships for three credits each can be counted toward the 42-credit requirement. No grade lower than a "B-" will be accepted for CA 101, and for all other major courses, a grade of "C" or higher must be achieved.

**Communication Minor:** 21 credits

Required courses for minor: CA 101, 108, 210, 252, 406 or 301 and six elective credits in CA.

## COURSE DESCRIPTIONS

### **CA 101 Public Speaking**

**(3 Cr.)**

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

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

**(3 Cr.)**

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

### **CA 206 Interviewing Techniques**

**(3 Cr.)**

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

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

**(3 Cr.)**

Students gain an overview of the various areas encompassed by interpersonal and group communication, especially in the context of early childhood education. This course provides a theoretical framework to analyze various communication situations. Problems in interpersonal and group communication are examined to determine effective methods of resolution.

Topic areas include language choices, gender, culture, perception checking, friendships, family and marriage, nonverbal communication, persuasion, conflict, teambuilding and leadership. Corequisite: ECUE 211, MT 104.

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

**(3 Cr.)**

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

### **CA 210 Team Communication**

**(3 Cr.)**

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

### **CA 211 Oral Communication for Early Childhood Education**

**(3 Cr.)**

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

### **CA 221 Audio Storytelling**

**(3 Cr.)**

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

### **CA 231 Public Relations Strategies**

**(3 Cr.)**

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

### **CA 240 In-Country Cultural Training**

**(1 - 3 Cr.)**

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

### **CA 243 Gender and Communication**

**(3 Cr.)**

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

### **CA 244 Family Communication**

**(3 Cr.)**

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

### **CA 245 Nonverbal Communication**

**(3 Cr.)**

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

**CA 246 Leadership and Communication****(3 Cr.)**

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

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

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

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

In this course we will use twelve persuasive strategies as a framework for examining persuasive messages in media, politics, on-line, advertising, in public speaking/presentations, and in relationships. Students will understand the key elements of persuasion, analyze persuasive messages, and learn to use persuasive techniques in writing and public speaking. This course may be used toward an advanced core certificate.

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

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

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

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

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

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

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

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

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

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

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

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

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

This course focuses on dynamics of communication that occur when people from different cultures interact with one another. The course provides an introduction to the primary sensitizing concepts in the field of intercultural communication. The course integrates a variety of learning methods, including lecture, discussion, small group work, simulations and videos. Overall, the goal of this course is to help you increase your understanding of how cultural variations influence the communication process. We will explore how the context of intercultural communication may produce communication anxiety, uncertainty and misunderstandings, as well as what types of knowledge, attitudes and behaviors can increase communication competence (appropriateness and effectiveness). This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **CA 332 Public Relations (3 Cr.)**

In this course we will explore the history and fundamentals of the practice of public relations, the principles involved in planning a public relations campaign, and explore campaign elements, including: audience analysis, adaptation, persuasion, group problem solving, research, and writing.

### **CA 340 Professional Communication (3 Cr.)**

Students study the role written and oral communication plays in today's organizations in both theoretical and practical contexts. The class explores diversity, culture, and relationships in the workplace. Students will discuss and role-play difficult situations at work. Students will chose a final project that will showcase one of the following: 1) their written skills, 2) their oral presentation skills, or 3) both their written and oral presentation skills. The final presentation should be something the student could utilize in their career field.

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

Conflict and communication are pervasive in human social life. This course examines mediation techniques as means of resolving conflicts in various settings. Mediation is the intervention of a third party to assist those in a conflict in determining their own resolution. Basic mediation introduces the theory of mediation, a balanced model of mediation, and introductory mediator skills. Students will learn other, more specialized models of mediation, restorative justice techniques, and advanced mediator skills. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

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

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

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

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

### **CA 370 Organizational Social Media (3 Cr.)**

This course examines how organizations use social media to communicate with their various publics. The class will discuss the communication practices of organizations in order to reach both internal and external audiences. Course material also will examine methods of building a social media presence, focusing especially on the communication of nonprofit organizations. Prerequisite: Sophomore standing.

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

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

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

Internship off campus

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

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

# ENGLISH and WRITING (EN)

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

## MAJOR AND MINOR REQUIREMENTS

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

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

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

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

### Tracks in English:

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

Required courses for major: EN 208 or 228, 230, 235, 249, 250, 303, 325; 333 or 243; 340, 402, and 412 and one elective EN course at the 200-level or above.

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

### Pre-Law English Track

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

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

Required courses for minor: EN 208 or 228; 249 or 250; 325, 230 or 235; 333 or 243; and three elective EN courses at 200-level or above.

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

Required courses for minor: EN 150, 207, 317, 249 or 250; 325; 333 or 243, and RLA 345.

**Elementary Teaching Minor:** 24 credits

Required courses for minor: EN 150, 207, 208, 317, 303, 249 or 250, 325; 333 or 243

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

Required courses for major: EN 208, 315, 316, 317, 333, 412, 415; one of the following EN 228, 308, 315, 316, 317, 318 (EN 315, 316, 317 may be repeated for credit); at least one of the following EN 304, 249, 325, 230, 235; at least one of the following EN 303, 250, 340, 243; at least one other 200-level or above literature class EN 205, 211, 213, 214, 215, 216, 218, 219, 220, 230, 235, 243, 249, 250, 303, 304, 307, 309, 325, 340, and three credits from EN 403 or 400 internships (1-3 credits).

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

Required courses for minor: EN 208, 315, 316, 317, 415; at least one of the following: EN 403 (to be taken for no more than 3 credits total) or EN 400 (1-3 credits); and any six credits from additional English and Writing electives.

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

Required courses for the minor: EN 208, 228, 229, 309, CA 252, CS 230 and any six credits from additional English and Writing electives.

## **COURSE DESCRIPTIONS**

### **EN 010 College Reading, Grammar and Composition**

**(3 Cr.)**

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

### **EN 101 Persuasive Writing**

**(3 Cr.)**

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

### **EN 102 Research Writing**

**(3 Cr.)**

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

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

**(3 Cr.)**

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

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

**(3 Cr.)**

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

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

**(3 Cr.)**

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

### **EN 205 Selected Topics**

**(3 Cr.)**

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

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

**(3 Cr.)**

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

### **EN 208 Creative Writing**



**(3 Cr.)**

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

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

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

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

This course includes a sampling of autobiographies, poetry, fiction, and drama written by African Americans, with some emphasis on the Harlem Literary Renaissance and its effect on contemporary writers. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

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

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

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

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

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

This course introduces an important and relatively recent strand of graphic storytelling: the graphic novel. Students explore the relationship between form and content in each graphic novel, and the way in which each text raises larger questions about the nature and limits of representation.

**EN 218 Faith and Film****(3 Cr.)**

This course gives students the opportunity to study multiple themes regarding faith as expressed and dramatized in film. Questions of faith will be explored both in religion and also in institutions, relationships, self, progress, and more. Themes and assigned films vary from year to year, but the course will include at least one film that is by or about St. Francis of Assisi. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

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

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

**EN 220 Wild Literature: Reading the Environment****(3 Cr.)**

This course introduces students to literary and critical texts that examine the relationship between humankind and the natural world. Students study ideas surrounding nature, such as notions of wilderness, the frontier, pastoralism, and environmental activism. The course reading list primarily represents texts from the 19th century to the present day and covers a range of genres, including fiction, poetry, nonfiction and film.

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

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

**EN 230 British Literature I: Epic Warriors and Romantic Heroes****(3 Cr.)**

This course is a survey of literature from the Anglo-Saxon, medieval, and Renaissance periods.

**EN 235 British Literature II: Revolution and Romanticism  
(3 Cr.)**

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

**EN 243 Images of Women in Literature  
(3 Cr.)**

This is a study of late 19th, 20th and/or 21st century literature by women, which explores the causes and effects of changing roles for women; the quest for a new identity; new options for family, career, and lifestyle; and new expectations for men and women.

**EN 249 American Literature I: Resistance and Rebellion  
(3 Cr.)**

This course is a survey of American writers to 1865. Challenges to traditional conceptions of canon and periods may be included.

**EN 250 American Literature II: Identity and the Emerging Empire  
(3 Cr.)**

This course is a survey of American writers from 1865 to 1945. Challenges to traditional conceptions of canon and periods may be included.

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

This course introduces students to the literature of Africa, Asia, the Middle East, the Subcontinent and Latin America. Students will consider aesthetic, social, and historical issues with each work. Themes and assigned works will vary from year to year, e.g., postcolonial literature. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**EN 304 Studies in Western Literature  
(3 Cr.)**

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

**EN 307 Fighting Words: Literature and Social Change  
(3 Cr.)**

This course explores writing as a political act through an examination of short stories, poems, essays, speeches, and other literary works that focus on activism (e.g., environment, gender inequality, racism, criminal behavior, terrorism, and war). In this course, students will study the tools that writers use to compel readers to action and will consider best practices for literary advocacy and social/political persuasion and instruction. The course aims to improve students' dexterity with written persuasion as a means of challenging injustice both locally and worldwide. This course may be used toward the advanced core certificate. Prerequisite: Sophomore standing or department consent.

**EN 308 Digital Witness: Capturing Lives and Telling Stories  
(3 Cr.)**

We live fast lives, at times at the expense of recognizing the diverse communities around us. This course affords students the opportunity to connect with their street, their neighbors, their neighborhood, their city. Through engagement with a variety of digital modes, students will understand the principles of interviewing and storytelling, foster communication skills, and enhance their creative acumen. Students will produce a variety of written assignments infused with digital components, culminating in a longer piece involving experiential learning and/or cultural immersion. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**EN 309 From Homer to Hip Hop: Poetry and Song****(3 Cr.)**

Poetry and song are artistic cousins: both are performative arts designed to bring people together in celebration and sorrow, to enact social change, and to convey local and national tradition, mythology, and morals. In this course, students will both read poetry and listen to music and examine how these art forms have affected social discourse and norms from ancient to modern times. Special attention will be paid to how musical elements of poetry and song, such as rhythm, rhyme, and melody work to enhance thematic components of the art. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**EN 315 Poetry Workshop****(3 Cr.)**

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

**EN 316 Fiction Workshop****(3 Cr.)**

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

**EN 317 Nonfiction Workshop****(3 Cr.)**

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

**EN 318 Screenwriting Workshop****(3 Cr.)**

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

**EN 319 Special Topics****(3 Cr.)**

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

**EN 325 Shakespeare****(3 Cr.)**

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

**EN 333 Contemporary Literature****(3 Cr.)**

This course is a study of literature in English from 1945 to the present with an emphasis on themes particularly relevant to our age. Themes and assigned works will vary from year to year.

**EN 340 Modernism****(3 Cr.)**

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

**EN 400 Internship****(1 - 3 Cr.)**

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

Prerequisite: Junior standing or consent of department chair.

**EN 402 English Senior Seminar****(3 Cr.)**

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

**EN 403 Practicum: Producing a Literary Magazine****(1 - 3 Cr.)**

This is a forum for the production of the literary magazine. The course introduces students to the various aspects of publishing, editing, correspondence, layout, and production. Students can repeat once for a total of six credits.

**EN 405 Images of Women in Film****(3 Cr.)**

This course is an introduction to the depiction of women in Hollywood films from the critical perspective of feminist film theory. Particular emphasis is placed on major women directors, writers and other artists who have contributed significantly to the development of film art. This course includes the viewing of representative films and also is listed under ART 415.

**EN 412 Literary Theory****(3 Cr.)**

This course involves the study of major critical theories and the application of these theories to specific literary texts. This course does not fulfill the core requirement in literature. Prerequisite: Junior standing in English major or minor or Writing major.

**EN 415 Writing Senior Seminar****(3 Cr.)**

This workshop will build on the techniques introduced in Poetry Workshop (EN 315), Fiction Workshop (EN 316), Nonfiction Workshop (EN 317), and Screenwriting Workshop (EN 318). This capstone course focuses on the production and revision of new creative works as well as the intensive revision of student portfolios from previous writing courses. This course also includes preparation for a public reading of student work on campus prior to graduation. Prerequisite: Senior standing in Writing major.

**EN 430 Studies in Chaucer****(3 Cr.)**

A study of selected works of Chaucer. Some readings will be in Middle English.

**EN 431 Studies in Satire****(3 Cr.)**

This course focuses on the study of the influence and impact of satire in literature and culture.

**EN 432 Studies in Romantic and Victorian Literature****(3 Cr.)**

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

# HISTORY (HS) and POLITICAL SCIENCE (POLS)

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

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

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

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

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

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

### MAJOR AND MINOR REQUIREMENTS

**History Major:** 34 credits

Tracks in major (see social studies):

\*Pre-Law Program

\*Secondary Teaching (Broad Field Social Studies)

\* Social Studies Minor for Elementary Teachers

Required courses for major: HS 241, 242 and 243, 103 or 104, 201, 202, two Intercultural History courses 261-266, 402, 405, and three elective courses in history.

Additional requirements for Broad Field Social Studies teachers: Study of Cooperatives and Environmental Education designed to fulfill requirements of Wisconsin statutes 118.19 (6) and Wisconsin administrative code 3.03 (3) 5, for teachers of science and social studies. These requirements may be met by taking CH/BL 210, GE 101 or GE 102 (for environmental studies); and EC 400 (for cooperatives); or as directed study apart from the above courses.

**History Minor:** 18 credits

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

### Pre-law

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

### HISTORY COURSE DESCRIPTIONS

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

**(3 Cr.)**

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

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

**(3 Cr.)**

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

**HS 126 Survey of American History**

**(3 Cr.)**

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

**HS 127 World Cultures and Communities**

**(3 Cr.)**

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

Corequisite: ECUE 280, ECUE 281, ECUE 381.

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

**(3 Cr.)**

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

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

**(3 Cr.)**

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

**HS 205 Selected Topics**

**(1 - 3 Cr.)**

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

**HS 207 Introduction to Women's History**

**(3 Cr.)**

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

**HS 208 Church and State**

**(3 Cr.)**

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

**HS 209 Introduction to the History of the World's Religions**

**(3 Cr.)**

This course will introduce students to the histories of the major religious traditions that have had a significant impact on the world state. Included are these traditions: Hinduism, Buddhism, Judaism, Christianity and Islam. The historical expressions of compassion (and its all-too-frequent absence) will provide an additional framework to view the impact of these traditions on the world. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent

**HS 214 African-American History**

**(3 Cr.)**

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



### **HS 215 Building of America: The Story of the American People**

**(3 Cr.)**

The course will examine the United States' past through the lens of social history. The students will examine how a diverse group of people come together to form a new nation and concentrate on common people's contributions to building the United States. The class also will examine the issues of race, class, and gender in American history.

### **HS 223 Renaissance and Reformation**

**(3 Cr.)**

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

### **HS 241 Colonial and Revolutionary America**

**(3 Cr.)**

This is a study of the colonial and revolutionary growth of the people who would become Americans. Special emphasis is placed on how they slowly differentiated themselves from the Old World cultural patterns while remaining Western.

### **HS 242 Civil War and Reconstruction**

**(3 Cr.)**

This is an in-depth course stressing the rise of Jacksonian democracy and the market revolution; the causes and conduct of the war; the human, political and economic problems of the Confederacy; and the Reconstruction era.

### **HS 243 Twentieth Century America**

**(3 Cr.)**

This is a study of the most recent developments in American history, from the Gilded Age on, with emphasis on industrialization, the struggle between isolation and foreign involvement as the nation becomes a world power, and internal problems.

### **HS 261 Intercultural History: Africa**

**(3 Cr.)**

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

### **HS 262 Intercultural History: East Asia**

**(3 Cr.)**

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

### **HS 263 Intercultural History: Latin America**

**(3 Cr.)**

A study of the history and development of Latin America as a region, this course starts with the early pre-Western civilizations and moves through the impact of Columbus' "discovery," the development of various regions under European rule, and, ultimately, independence. While this course is lecture driven, there will be ample opportunities for students to interact with one another and engage the past through primary sources, films, and secondary readings. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent

### **HS 264 Intercultural History: Middle East**

**(3 Cr.)**

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

### **HS 265 Intercultural History: Russia**

**(3 Cr.)**

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

**HS 266 Intercultural History: India and South Asia  
(3 Cr.)**

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

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

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

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

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

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

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

**HS 306 American Social and Religious Movements  
(3 Cr.)**

This course will examine the important role social and religious movements played in defining the United States. It will focus on the causes, goals, and results of reform, peace, religious and other social movements and the role these movements played in public policy debates. The course will also examine how religion and other ideologies were used to exclude and isolate Americans from the broader society. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent

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

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

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

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

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

The course includes an analysis of the historical development of foreign policy in the United States. In addition, the course focuses on important players in the foreign policy process, including government leaders, news media, and the public. Special attention is devoted to key foreign policy issues including the Cold War, weapons of mass destruction, human rights, and international terrorism. This is also listed under POLS 341. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

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

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

### **HS 402 Seminar: Introduction to Research**

**(2 - 3 Cr.)**

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

### **HS 403 Public History Internship**

**(1 - 3 Cr.)**

This class provides professional experience at a museum, historical society, archive or other public history institution. Students will work in institutions to gain experience in the profession and valuable skills. Prerequisite: Sophomore standing or greater.

### **HS 405 Introduction to Public History**

**(3 Cr.)**

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

## **GEOGRAPHY COURSE DESCRIPTIONS**

### **GE 101 General Geography**

**(3 Cr.)**

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

### **GE 102 Cultural Geography**

**(3 Cr.)**

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

### **GE 205 Selected Topics**

**(1 - 3 Cr.)**

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

### **GE 210 Geographic Factors in U.S. History**

**(3 Cr.)**

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

### **GE 312 Geopolitics**

**(3 Cr.)**

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

### **GE 400 Independent Study**

**(1 - 3 Cr.)**

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

# INTERNATIONAL STUDIES

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

## MINOR REQUIREMENTS

**International Studies Minor:** 18 credits

Required courses: POLS 206

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

POLS 201

POLS 210

POLS 215

POLS 220

POLS 320

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

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

HS 202

HS 262

HS 263

HS 265

HS 261

HS 266

HS 264

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

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

ART 243

CA 240

CA 331

CH 209

EN 303

REL 210

REL 212

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

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

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

# POLITICAL SCIENCE (POLS)

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

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

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

## MAJOR AND MINOR REQUIREMENTS

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

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

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

Possible tracks in political science major:

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

**Political Science Minor:** 18 credits

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

### Pre-law

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

## COURSE DESCRIPTIONS

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

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

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

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

### **POLS 203 An Introduction to Legal Systems**

**(3 Cr.)**

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

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

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

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

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

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

In this course, students will study the history, organization and structure of the United Nations, and the history, economy, government and foreign policy of a particular country. Students will meet once a week for one hour and participate as a club in University and community events. Course may be taken more than once for a total of four credits.

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

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

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

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

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

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

**POLS 221 Human Trafficking Law, Policy and Politics****(3 Cr.)**

This course will study the issues of human trafficking and contemporary slavery. Students will track developments in international, regional, and state law and policy to understand the emergence of an international anti-trafficking regime. The class will evaluate the successes and failures of such a regime and identify areas it can be developed. Students will then turn to look at specific cases of trafficking and slavery, examining how individuals interact with law and policy taking into account global structural conditions that sustain trafficking, slavery, and other forms of transnational crime. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department approval.

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

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

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

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

**POLS 305 Justice and Power**



**(3 Cr.)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

international terrorism. This is also listed under HS 341. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

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

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

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

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

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

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

# BROAD FIELD SOCIAL STUDIES

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

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

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

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

## MAJOR AND MINOR REQUIREMENTS

Tracks in major:

Broad field social studies

Broad field social studies major for middle/secondary teachers

Social studies minor for elementary teachers

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

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

Plan A: completion of a minimum of 54 credits to include a 22-credit minor in History, Political Science, or Sociology; and a minimum of 32 credits distributed over at least three of the other Social Studies subjects, Economics, Geography, History, Political Science, Psychology or Sociology. Teacher candidates will be certified in Broad Field Social Studies and in the minor area. Completion of a 9-credit concentration (as determined by the BFSS department) in any of the additional areas will lead to DPI certification in that concentration.

Plan B: completion of a minimum of 54 credits to include a 34-credit major in History, Political Science, or Sociology; and a minimum of 21 more credits distributed over the remaining Social Studies subjects, Economics, Geography, History, Political Science, Psychology or Sociology. These courses will vary depending on the 34-credit major. Teacher candidates will be certified in Broad Field Social Studies and in the major area. Completion of a 9-credit concentration (as determined by the BFSS department) in any of the additional areas will lead to DPI certification in that concentration.

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

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

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

Required courses for minor: HS 241 or 242, HS 243, HS 202, POLS 102, SC 203. In addition, courses in either a History emphasis, Political Science emphasis, or Sociology emphasis as follows:

History emphasis: one of HS 103, 104, or 201; one course from the Intercultural History courses: HS 261-266, and one history elective course.

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

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

# WOMEN'S STUDIES (WS)

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

## CERTIFICATE REQUIREMENTS

Women's studies (WS):

WS 101

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

- History/Political Science:

HS 207

HS 302

POLS 212

- English/Communication:

CA 243

CA 244

EN 243

- Psychology and Sociology:

PS 260

PS 265

SC 206

- Electives:

REL 320

SC 240

ART 249

ART 415

MU 201

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

One class (approved by the Women's Studies advisor) can be transferred in and counted for the certificate.

Total required: 12 credits

## COURSE DESCRIPTIONS

### WS 101 Introduction to Women's Studies

(3 Cr.)

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

This course is required for the Women's Studies Certificate.

# KEYSTONE EXPERIENCE (KEY)

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

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

# MODERN LANGUAGES AND CULTURES

## Spanish (SPN)

The Department of Modern Languages and Cultures offers a Bachelor of Arts degree in Spanish. The Department regularly offers courses in Spanish, French, Italian and German.

A Spanish immersion experience is required for a major and a minor. This requirement is usually satisfied during the junior or senior year in either the fall or spring semester. Under the guidance of a faculty member and approval of the department, the student will be able to choose from a variety of options to fulfill this requirement. Some of the options include: studying abroad, volunteering or doing an internship in a Spanish-speaking country or at a local Latino community organization. This immersion experience will allow the student to apply learned language skills to real life situations and will be tailored to meet the needs and interests of each one of the majors and minors. In the past, Stritch students have studied abroad and volunteered Mexico, Spain, Colombia, Ecuador and Costa Rica. Others have worked for immigration offices or teaching Spanish to adults in the Milwaukee area.

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

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

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

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

Students who have taken language classes during high school are required to take the placement exam (WebCape) before they complete their first modern language course at Stritch. Students may only take the exam once; exceptions will be made under certain circumstances and with permission of the chair of the department. The purpose of the WebCape exam is to place the student in the correct course; it is NOT a replacement for a foreign language course. Students may not take the exam after completing a course at Stritch because the results will no longer be valid nor will they be accepted by the department.

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

## MAJOR AND MINOR REQUIREMENTS

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

### Tracks in major:

Language majors with business orientation

Secondary teaching

Teaching certification minors for elementary teachers

K-12 and foreign language specialist certification in Spanish

Required courses for a major: SPN 201, 202, 203, 204 or 205, 306, 309, 310, 330 or 331, 345, 401 and any other upper division courses (300 or 400) to attain 34 credits. An immersion experience (SPN 310) is required for a major. Some required courses for the major can be completed abroad if the student decides to study in a Spanish-speaking country. The secondary teaching major requires SPN 307 and EDSED 275 and 395.



**Spanish Minor:** 21 credits (exclusive of SPN 101, 102)

Required courses for a minor: 201, 202, 203, 204 or 205, 306 or 309, 310 and any other upper division courses (300 or 400) to attain 21 credits. An immersion experience (SPN 310) is required for a minor. Since the following advanced core certificate courses in the Modern Languages Department are taught in English, students minoring in Spanish can only count one of the following towards their minor: SPN 300, 312, or 313. The secondary teaching minor and the elementary certification teaching minor require SPN 307 and 345 and EDSED 275 and 395. These courses are required for the elementary certification minor.

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

## **SPANISH COURSE DESCRIPTIONS**

### **SPN 101 Elementary Spanish**

**(4 Cr.)**

This is an introduction to the study of Spanish emphasizing proficiency in speaking, reading, writing and comprehension of the Spanish language. Orientation to Hispanic civilization and culture from a global perspective is included. Students will be actively involved in the development of their communicative skills. No previous study of Spanish required; or by departmental placement. Prerequisite: Not open to seniors.

### **SPN 102 Elementary Spanish**

**(4 Cr.)**

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

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

**(3 Cr.)**

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

### **SPN 201 Intermediate Spanish**

**(3 Cr.)**

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

### **SPN 202 Intermediate Spanish**

**(3 Cr.)**

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

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

**(3 Cr.)**

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

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

**(3 Cr.)**

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

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

**(3 Cr.)**

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

### **SPN 300 Latinos in the U.S.**

**(3 Cr.)**

This course examines the historical and sociological phenomena of the Latinos in the U.S. through literature, film and essays. The primary focus of the course will be to compare and contrast the twentieth-century experiences of the four largest Latino populations: those who can trace their heritage to Mexico, Puerto Rico, Cuba, and the Dominican Republic. All course meetings and readings will be in English. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **SPN 306 Spanish Civilization**

**(3 Cr.)**

This course focuses on the study of Spanish life and culture. Students will survey the historical, religious, philosophical and political aspects of Spain through the centuries to modern day. Classes are conducted in Spanish. This is required for teachers. Prerequisite: SPN 203 or equivalent.

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

**(3 Cr.)**

This course focuses on the study of the sound system of the Spanish language by: exploring linguistic theories, practicing with tapes, and transcribing and completing individual exercises. The Spanish language's contrast with the English system is reviewed. Pronunciation and intonation are stressed. This is required for teachers. Prerequisite: SPN 203.

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

**(3 Cr.)**

This course features the study of Hispanic life and culture in places besides Spain. Students will survey the historical, religious, philosophical and political aspects of Latin American countries. Classes are conducted in Spanish. This is required for teachers. Prerequisite: SPN 203.

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

**(1 - 4 Cr.)**

This is a valuable opportunity for the student seeking to strengthen and perfect language skills while gaining a better understanding and appreciation of the Spanish-speaking world. The immersion experience will allow students to apply learned language skills to real-life situations. Students also will develop a better understanding of Hispanic customs, traditions and cultures through interactions with Spanish-speaking members of their community or while studying abroad. This course is required for Spanish majors and minors. Students will work individually with a faculty adviser to design an immersion experience tailored to the students' needs and interests. Prerequisite: SPN 102.

### **SPN 312 Multi-Kultural Quilt**

**(3 Cr.)**

This course explores the culture and folklore of the people of the Americas. The exploration will be achieved while studying on campus as well as through a field experience in a host country or in the Milwaukee area. Students will not be required to leave the country. Upon completion of this course, students will be able to demonstrate an understanding of the following: music, dance, films, plays, and readings. While learning about the different characteristics of the cultures studied in class, students will be able to see the 'thread' that connects them to form a multi-kultural quilt. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **SPN 313 El Sur, Salsa, Latin@s and More**

**(3 Cr.)**

This course invites students to experience and reflect upon the lived reality of the people who make up American culture. Following an introductory study of the cultural, social, economic and political realities of Latin American countries, students will choose between an "out-of-country" experience or some "in-country" experience(s) that will immerse them in the lived reality of individuals from a Latin American country. Knowledge of a foreign language is helpful, but not required. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent

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

**(3 Cr.)**

This is a study of major literary works from the Medieval period to the 21st century. The course includes historical background of selected works from the Golden Age through Modern times. Studies also include works outside of the literary canon. All lessons are conducted in Spanish. Prerequisite: SPN 204 or SPN 205.

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

**(3 Cr.)**

This is a study of major literary works from the Colonial period through Modernism to the 21st century. The course includes the historical background of selected works. Works not included in the literary canon also are discussed. All lessons are conducted in Spanish. Prerequisite: SPN 204 or SPN 205.

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

**(3 Cr.)**

This course includes intensive conversational practice of the Spanish language based on readings, tapes and interactive media. In addition, the course aims to improve students' knowledge of Spanish morphology, syntax, and writing style through reading of original texts and extensive writings projects. Active student involvement is expected. All lessons are conducted in Spanish. Prerequisite: SPN 204 or SPN 205.

### **SPN 365 Current Topics**

**(1 - 3 Cr.)**

This course is a study of selected topics or issues of special interest. The course may be taken more than once for credit if the topic is different. Examples of previous courses include: Chicano Literature, Golden Age Theatre, Golden Age Prose: The Novel, Contemporary Spanish and Latin American Theatre, and Spanish Immersion Workshop. Prerequisite: SPN 203.

### **SPN 401 Seminar**

**(3 Cr.)**

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

## **FRENCH COURSE DESCRIPTIONS**

### **FR 101 Elementary French**

**(4 Cr.)**

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

### **FR 102 Elementary French**

**(4 Cr.)**

This course is a continuation of the introduction to the study of French. It emphasizes learning to speak, read, write and understand French at a basic level. The course is appropriate for students who have one semester of college-level French or equivalent. Students will be asked to participate in communicative activities, complete workbook assignments as well as reading a variety of authentic texts. Prerequisite: FR 101.

### **FR 201 Intermediate French**

**(3 Cr.)**

This course follows two or three years of high school French or two semesters of college French. The course offers a review of previously learned material, but gives emphasis to more complex grammatical structures to develop conversational and reading skills. Prerequisite: FR 102 or permission from the instructor.

### **FR 202 Intermediate French**

**(3 Cr.)**

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

## **GERMAN COURSE DESCRIPTIONS**

### **GR 101 Elementary German (4 Cr.)**

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

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

This is a continuation of GR 101 and emphasizes learning to speak, read, write and understand German at a basic level. The course is appropriate for students who have one semester of college-level German or equivalent. Students will be asked to participate in communicative activities, complete workbook assignments as well as reading a variety of authentic texts. Prerequisite: GR 101.

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

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

## **ITALIAN COURSE DESCRIPTIONS**

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

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

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

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

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

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

# MATHEMATICS (MT) and COMPUTER SCIENCE (CS)

## MATHEMATICS, COMPUTER SCIENCE

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

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

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

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

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

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

### Mathematics Core Requirement

The core mathematics requirement is fulfilled by: MT 109, 113, 120, 140, 195, or any 200-level or higher MT course. MT 109 meets the core mathematics requirement for students whose major does not require any other particular mathematics course. MT 113 is required by programs offered by the College of Nursing and Health Sciences. MT 120 is required for Political Science, Psychology, Sociology, Sport Management, Business, and Accounting majors. MT 195 is the minimum mathematics requirement for Education majors, and other majors where quantitative reasoning and problem solving is integral to the major.

## MAJOR AND MINOR REQUIREMENTS

**Mathematics Major:** a minimum of 37 credits

Required courses for major: MT 210, 211, 212, 315, 320, 325, 365, 401, and at least three additional 400-level MT courses numbered above MT 402 selected with faculty guidance. Students must take at least one two-semester sequence: (MT 365, 470) or (MT 325, 425). MT 401 is a capstone course in the major that is normally taken in the last semester of upper-division course work in the major. MT 401 is offered annually in the spring, so December graduates must take this in the spring before their last semester.

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

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

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

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

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

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

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

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

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

At least two credits of internship experience (CS 402) are required.

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

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

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

**Computer Science Minor:** a minimum of 18 credits

The minor in Computer Science is for individuals seeking a computer science background to supplement their chosen major. This minor is primarily intended for College of Arts and Sciences majors, and will not replace or modify the existing minor in Computer Science for Secondary DPI Certification or Teacher Certification Programs.

Required courses for minor: CS 212 and 213. Twelve additional credits of Computer Science courses (generally four additional courses) to complete the credit requirements may be selected with faculty guidance from the following: CS 107, 118, 230, 240, 250, 304, 305, 306, 315, 330, 361, 390, 402, 407, 415, and 435. At least six credits must be in courses numbered 300 or above. The department may, at its discretion, permit other CS courses numbered 300 or above to count towards the minor.

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

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

## **Teacher Certification Programs**

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

## **Department Grading Policy**

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



## **MATHEMATICS COURSE DESCRIPTIONS**

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

**(3 Cr.)**

This course is an extensive review of the fundamentals of mathematics. The topics covered include arithmetic operations of whole numbers, fractions, decimals and integers; ratios, rates and proportions; percent; elementary descriptive statistics; applications for business and consumer math; metric measurement; and an introduction to geometry, graphs, and algebra. Use of a scientific calculator also will be taught. Although assessed for three credits, this course does not carry University credit. The purpose of this class is to provide students with the math skills needed to succeed in later math classes and in classes using basic math skills.

### **MT 095 Algebra Basics**

**(3 Cr.)**

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

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

**(3 Cr.)**

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

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

**(3 Cr.)**

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

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

**(3 Cr.)**

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

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

**(3 Cr.)**

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

### **MT 107 Intermediate Algebra**

**(3 Cr.)**

This course is designed to address, at the college level, intermediate algebra topics. These topics include properties of real numbers, the concepts of functions, absolute value and inequalities, solving and graphing linear and inequalities, quadratic equations and inequalities, solving systems of linear equations, rational expressions and equations, roots and radicals, and applications on various topics. Prerequisite: Placement results or MT 095 .

### **MT 109 An Introduction to Mathematical Thinking**

**(3 Cr.)**

This course covers a broader view of mathematics than computation. Topics include inductive and deductive reasoning, patterns in number sequences, logic, set theory and discussions of infinity, systems of numbers, graph theory, explorations in



geometry, methods of counting, probability and statistics. The focus of this course is to view the nature of mathematics as an organized, beautiful body of thought. Prerequisite: Placement results or MT 095.

### **MT 113 Applied Algebra for Health Sciences**

**(3 Cr.)**

This course is intended to give students the mathematical tools they will need for success in the health sciences. The course stresses formula manipulation and problem solving using algebraic, geometric, and statistical techniques with a special focus on applications to health care professions. Topics include linear, rational, exponential, and logarithmic equations, ratios and proportions, direct and inverse variation, basic geometry, and statistics. Prerequisite: Placement results or MT 095.

### **MT 120 Applied Statistics**

**(3 Cr.)**

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

### **MT 195 College Algebra**

**(3 Cr.)**

This course provides an overview of the fundamental concepts of algebra. Topics include linear and quadratic equations and inequalities; the Cartesian plane and graphing; functions; graphs and models; polynomial and rational functions; exponential and logarithmic functions; and systems of equations and inequalities.

NOTE: Students should not take both MT 195 and MT 196. Students majoring in mathematics, computer science, or the natural sciences need MT 210 and should take MT 196 if they are not ready for MT 210. Students majoring in elementary/middle-level education who are taking a mathematics minor for education need MT 196. Prerequisite: Placement results or MT 107 (previously MT 115).

### **MT 196 Pre-Calculus**

**(4 Cr.)**

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

### **MT 209 College Algebra and Trigonometry**

**(4 Cr.)**

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

### **MT 210 Calculus I**

**(4 Cr.)**

Calculus is a transition course from lower-division courses to upper-division mathematics and computer science courses. Students will extend their experience with functions as they study the fundamental concepts of calculus: limits, difference quotients and the derivative, Riemann sums and the definite integral, antiderivatives, indefinite integrals and the Fundamental Theorem of Calculus. Students will review and extend their knowledge of trigonometry and basic analytic geometry. Important objectives of the calculus sequence are to develop and strengthen the students' problem-solving skills and to teach them to read, write, speak and think in the language of mathematics. In particular, students will learn how to apply the tools of calculus to a variety of problem situations. Prerequisite: Placement results or strong background in algebra and some familiarity with trigonometry (high school trigonometry and advanced algebra or at least a C in MT 196).

### **MT 211 Calculus II**

**(4 Cr.)**

This course is a continuation of MT 210. While the first semester focuses on differential calculus, this course focuses on integral calculus. Students will extend their experience with functions, limits, Riemann sums, the definite integral,

antiderivatives, and the Fundamental Theorem of Calculus. This course includes an introduction to sequences and series.  
Prerequisite: MT 210.

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

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

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

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

**MT 315 Discrete Mathematical Structures  
(3 Cr.)**

Topics include logical reasoning, truth tables, and Boolean algebra; modular arithmetic, mathematical induction, and properties of the integers; functions, relations, and equivalence relations; an introduction to proofs and proof writing; and an introduction to graph theory. Also listed under CS 315. Prerequisite: at least a C in MT 196 or departmental approval.

**MT 320 Geometry  
(3 Cr.)**

This one-semester introduction to Euclidean and non-Euclidean geometries serves as an introduction to mathematical proof. Through an exploration of properties of plane geometry and Euclid's Postulates, students will develop skill in logical mathematical reasoning, and learn to develop good mathematical proofs. The importance of axiomatic reasoning is developed through experiences with some non-Euclidean geometries. While not a teaching methods course, practical ways to implement geometry into the middle/high school curriculum are modeled through the use of dynamic geometry software. Prerequisite: at least a C in MT 196 or departmental approval.

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

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

**MT 365 Data Analysis and Interpretation  
(3 Cr.)**

Exploratory data analysis is used to introduce basic concepts of descriptive and inferential statistics, and to foster the ability to reason statistically. Topics include summarizing and presenting categorical and quantitative data; descriptive statistics and graphical presentation of data; assessing statistical significance; probability and counting methods; sampling from populations; investigations of discrete and continuous probability distributions; hypergeometric, binomial, and normal probability distributions; point and interval estimation of population parameters; and hypothesis testing. While not a teaching methods course, practical ways to implement statistics into the middle/high school curriculum will be modeled using manipulatives, computer simulations and relevant computer software. Prerequisite: at least a C in MT 196 or department approval.

**MT 400 Independent Study  
(2 Cr.)**

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

**MT 401 Seminar  
(4 Cr.)**

This is a culminating experience for majors in mathematics who are near the end of their program. The objectives of this seminar are to review fundamental concepts of mathematics; provide opportunities for students to integrate, synthesize and/or extend their knowledge base in the major; develop collaborative problem-solving skills in a peer group; and explore career opportunities available to graduates in mathematics and computer science. A faculty member acting as a facilitator will

provide a list of topics to be covered on the exam and some problems for class discussion. Readings in mathematical history or philosophy also may be required. Students will be expected to play a major role in planning and carrying out activities to meet the course objectives. This course is normally taken in a student's final year of upper-division coursework in the major. Prerequisite: Senior standing, MT 212 and departmental approval.

### **MT 410 Mathematical Modeling**

**(3 Cr.)**

Mathematical modeling is a mathematical tool for solving real-world problems. In this course, students study a problem-solving process. They learn how to identify a problem, construct or select appropriate models, figure out what data needs to be collected, test the validity of a model, calculate solutions, and implement the model. Emphasis lies on model construction in order to promote student creativity and demonstrate the link between theoretical mathematics and real-world applications.

Prerequisite: MT 211.

### **MT 425 Abstract Algebra**

**(3 Cr.)**

This course is a study of sets, mappings, operations, relations, partitions, and basic algebraic structures, including groups, rings, integral domains, fields, and vector spaces. This is the second course in a two-semester sequence which introduces the student to algebraic structures; it builds on the introduction to vector spaces which is begun in the first course, MT 325 Linear Algebra. Prerequisite: MT 315 or MT 320, and MT 325.

### **MT 450 Numerical Analysis**

**(3 Cr.)**

Numerical analysis, particularly applied numerical analysis, is concerned with obtaining numerical solutions to problems which do not lend themselves to solution by ordinary mathematical analysis. Since calculators and digital computers do not really use real numbers, numerical problems are compounded when such tools are used to do the number crunching. Often, the only way to get an idea of the solution is to approximate the problem in such a way that numbers representing the solution can be produced. The purpose of this course is to introduce the student to some modern numerical methods, to improve the student's skills in using the computer as a tool to solve numerical problems, to increase the student's awareness of problems inherent in obtaining numerical solutions, and to make the student a more discerning consumer of numerical solutions and software which claims to produce numerical solutions. Prerequisite: The student should have completed three semesters of calculus and have a working knowledge of a higher-level programming language. A student who has a grade of A in MT 210 and MT 211 may seek approval of the instructor..

### **MT 470 Theory of Probability and Statistics**

**(3 Cr.)**

Through a study of theory and applications, this course introduces the theoretical underpinnings of the basic concepts of probability and sampling distributions, estimation, tests of hypotheses, regression, and correlations. Prerequisite: MT 211 and MT 365.

### **MT 480 Real Analysis**

**(3 Cr.)**

This is a study of the theory of calculus from an advanced viewpoint. Limits, continuous and differentiable functions, theory of integration, sequences and series, convergence, transformations of n-space, line and surface integrals are studied.

Prerequisite: MT 211.

### **MT 485 Advanced Topics in Mathematics**

**(1 - 3 Cr.)**

The content of this course is not fixed. Topics covered vary depending upon the interests and background of the faculty member offering the course and the students involved. Prerequisite: Instructor approval.

## **COMPUTER SCIENCE COURSE DESCRIPTIONS**

### **CS 104 Technology - Tools for Learning**

**(3 Cr.)**

Students will gain a solid understanding of the current trends in technology and computer concepts as they are applied to the digital world. The effective and ethical use of the Internet as an information resource will be considered.

### **CS 107 Introduction to Computer Science**

**(3 Cr.)**

An overview of the past and current computer technologies and trends, this course covers different areas of computing including binary systems, data representation, hardware, software, programming languages, network, Internet, and the Web.

### **CS 118 Principles of Interactive Media**

**(3 Cr.)**

This course introduces the different aspects of computer-based interactive media and games and the critical approaches in developing and the tools for analyzing them. This course discusses the process of game development, the roles of different participants in the development process, and how the technical and the artistic development proceed in tandem. Group work is emphasized. Prerequisite: Familiarity with computers.

### **CS 212 Structured Programming**

**(3 Cr.)**

This course is an introduction to computer programming. Students will develop applications in Java using programming concepts such as iteration, decision making, user-defined functions and arrays. Prerequisite: CS 107 or departmental approval.

### **CS 213 Object-Oriented Programming**

**(3 Cr.)**

The concentration of this course is on object-oriented analysis, design, and programming. Data abstraction, classes, methods, inheritance, exception handling, and polymorphism are studied. Prerequisite: CS 212 or departmental approval.

### **CS 215 Selected Topics**

**(1 - 4 Cr.)**

This is a study of a particular topic in the field of computer science. This course may be taken more than once but no more than a total of four credits apply toward the major. Prerequisite: CS 212 and departmental approval.

### **CS 230 Web Page Creation**

**(3 Cr.)**

Modern techniques in web page analysis and design are used to create, maintain, and enhance Web pages. Issues of consistency, usability, interactivity, accessibility, and uniformity in the organization of the layout design are covered in addition to mark-up languages and client scripting. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **CS 235 Social Networks:Behind the Scenes**

**(3 Cr.)**

Students will analyze the structure and functionality of various social networks with a focus on security and privacy of user information. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **CS 240 Visual Programming**

**(3 Cr.)**

The course introduces the design process of creating effective and user-friendly graphical user interfaces (GUI). Various components and behavior of graphical user interfaces including forms, controls, object manipulation, and application flow are covered. Corequisite: CS 212.

### **CS 250 Game Programming**

**(3 Cr.)**

This course focuses on creating computer games. It starts from the general design concepts and further covers the development and implementation phase followed by the ongoing maintenance and management. All aspects of game production in a single system will be covered. Topics such as game planning, graphics, effects, lights, camera, transformations, motions, interaction, and more will be discussed in the context of programming. Corequisite: CS 213.

### **CS 300 Assembly Language**

**(3 Cr.)**

Students will learn the function of an assembler and the role of assembly language as a development tool and also as a means of better understanding how computers work. Students will create and execute assembly language programs and compare a variety of assemblers on different systems. Prerequisite: CS 213 or departmental approval.

### **CS 304 CAD and Digital Fabrication**

**(3 Cr.)**

This course focuses on concepts and tools related to the design and creation of 3D objects via CAD (Computer Aided Design) software and rapid prototyping technology (3D Printing). Lectures and labs focus on design methodologies, fabrication processes, and technical proficiency in industry-standard tools for computer aided design and fabrication. Over the course of the semester, students will practice solving complex design problems, and will create unique objects using cutting edge technology. Prerequisite: ART 101 or CS 107 or CS 118 or CS 212 or instructor consent.

### **CS 305 Computer Architecture (3 Cr.)**

This course provides a conceptual tour of the inside of a computer, and a study of computer components, their structure and function. Students will learn about the central processing unit, digital logic, computer arithmetic, data representation, instruction execution, and machine assembly languages. Prerequisite: CS 212 or departmental approval.

### **CS 306 Data Structures (3 Cr.)**

Students will learn the fundamentals of abstract data types and implement data structures including lists, trees, and queues. Students will then apply these data structures to program development to improve program efficiency based on algorithm complexity analysis. Prerequisite: CS 213.

### **CS 315 Discrete Mathematical Structures (3 Cr.)**

Topics include logical reasoning, truth tables, and Boolean algebra; modular arithmetic, mathematical induction, and properties of the integers; functions, relations, and equivalence relations; an introduction to proofs and proof writing; and an introduction to graph theory. Also listed under MT 315. Prerequisite: at least a C in MT 196 or departmental approval.

### **CS 330 Advanced Web Topics (3 Cr.)**

Students will study Web development in a client-server using advanced features of markup languages (in particular, EXTensible Markup Language or XML), PHP, and other server-side scripting languages. Prerequisite: CS 212, CS 230.

### **CS 361 Network and Telecommunications (3 Cr.)**

This course deals with different types of networks such as local area networks (LANS) and wide area networks (WANS). Practical experiences with local area networks will allow students to make connections with theory and implementation. The concepts and theory of network topologies, protocols, design, switching, routing, and network operations are covered. Prerequisite: CS 107 or department approval.

### **CS 390 Technology Projects (1 - 3 Cr.)**

This is a directed study or practicum in which the student designs, implements, tests, and/or maintains a technology project including software, hardware, networking, etc. The project is assigned by the directing faculty member. The course may be taken more than once, but not for more than a total of three credits. Prerequisite: CS 212 and departmental approval.

### **CS 400 Independent Study (1 - 3 Cr.)**

This course involves the independent study of the particular subject under the direction of a faculty member. Students will work with a faculty member throughout the semester to plan, research, implement and report on their projects. Prerequisite: B (3.0) average in computer science courses, junior or senior standing, consent of the department head and the cooperating faculty member prior to registration for the course.

### **CS 401 Seminar (4 Cr.)**

This is a culminating experience for majors in computer science who are near the end of their program. The objectives of this seminar are to review fundamental concepts of mathematics; provide opportunities for students to integrate, synthesize and/or extend their knowledge base in the major; develop collaborative problem-solving skills in a peer group; and explore career opportunities available to graduates in mathematics and computer science. A faculty member acting as a facilitator will provide a list of topics to be covered on the exam and some problems for class discussion. Students will be expected to play a major role in planning and carrying out activities to meet the course objectives. This course is normally taken in a student's final year of upper-division coursework in the major. Prerequisite: Senior standing, MT 210 and department approval.

### **CS 402 Computer Science Internship**

**(1 - 3 Cr.)**

This course is designed to give students an opportunity to gain practical experience in the computer science career field by working with a participating firm or organization. CS 402 may be repeated for a maximum of 6 credits applicable to the computer science major. Prerequisite: Sophomore standing or above, completion of 12 minimum hours of computer science courses and departmental approval.

**CS 405 Advanced Interactive Software Implementation****(3 Cr.)**

In this course, students will have the opportunity to incorporate concepts from all previous computer science courses to create a comprehensive interactive game or software. Students will work individually as well as in project teams on given problems to identify the main goal of the problem, analyze it and select several alternative solutions. Finally, the most feasible solution will be selected. This is a highly interactive course which includes learning new technologies and revisiting topics from both general education and major courses. Prerequisite: CS 212.

**CS 407 Database Management Systems****(3 Cr.)**

This course is a study of database design, implementation, and management. Students will learn Structured Query Language (SQL) and use industry standard database products to gain hands-on experience. Prerequisite: CS 212.

**CS 415 Systems Analysis and Design****(3 Cr.)**

Information systems are built to perform a variety of tasks. This course deals with techniques employed in the analysis, design, implementation, management, and maintenance of information systems. Students, through course projects, will participate in the software engineering process. Teamwork is emphasized. Prerequisite: CS 213.

**CS 435 System Software****(3 Cr.)**

System software is an essential part of every computer system. Students will explore system software concepts and trends including open source and non-open source operating systems, compilers, and drivers. Prerequisite: CS 212, CS 305.

## NATURAL SCIENCES

# BIOLOGY, CHEMISTRY, PRE-PROFESSIONAL CERTIFICATE PROGRAM

## Biology (BL)

The mission of the Biology program (major and minor) is to prepare students to pursue careers in research, teaching, industry or health care by providing an education in the fundamental concepts, knowledge and laboratory/field techniques and skills of the life sciences. The faculty of the Department of Natural Sciences is dedicated to providing students with an academically challenging and technically innovative curriculum that helps foster a spirit of investigation and analytical thought, and an appreciation for the earth and all living things in accordance with the Franciscan tradition.

The Biology program (major and minor) prepares students in the following areas:

**Content:** Students will have a broad background in the fundamental concepts of their specific discipline.

**Technical proficiencies:** Students will develop knowledge and experiences in the basic methods, instrumentation and quantitative analytical skills used to conduct scientific research.

**Communication:** Students will be able to communicate with professional and lay audiences about their specific discipline. This includes the ability to coherently communicate in both oral and written form using discipline-specific formats as appropriate for professional audiences.

**Critical thinking:** Students will demonstrate a foundation in the fundamentals of scientific inquiry and critical analysis of data. Students will be able to interpret research reports and journal articles and to analyze and draw conclusions from data. They will have the ability to design a useful, workable experiment to address a discipline-specific question.

Biology courses that fulfill the University's basic core requirements: BL 103, 105, 106, 111, 112, 120.

## MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses which do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as for general education (core) or elective requirements.

**Biology Major:** 37 credits (plus an additional 22 auxiliary credits)

Required courses for major: BL 105, 106, 202, 203, 207, 306, 307, 308, 403, 405.

Additional required courses depending on focus: Research focus requires students take BL 402, 406 and 407. Pre-professional focus requires students take BL 410 and 411. Teaching focus requires students take BL 401 plus student teach.

Required auxiliary courses for major: CH 113, 114, 201, 202, 211, 212 and two courses in mathematics

**Biology Minor:** 20-24 credits (plus an additional 22 auxiliary credits)

Required courses for minor: BL105, 106, 306, 308 plus two additional courses from the following: BL 202, 207, 307, 403, 405, either 401 or 410.

Required auxiliary courses for minor: CH 113, 114, 201, 202, 211, 212

**Biotechnology Minor:** 27-28 credits (plus an additional 22 auxiliary credits)

Required courses for biotechnology minor: BL 105, 106, 205, 206, 209, 302, 306, 308; CH 301 or 302

Required auxiliary courses for biotechnology minor: CH 113, 114, 201, 202, 211, 212 and two courses in mathematics - one must be college level algebra or higher.



A minimum of a "C" (2.0) is required for each course in the Biology major or minor. This includes the auxiliary courses. A student earning a grade lower than the minimum acceptable grade in any course in the major or minor may repeat the course only once at Stritch. A student who receives a second unsatisfactory grade in any course in the major or minor will be dismissed from the major or minor field.

### **Requirements for Teacher Certification**

The courses required for the Biology major as listed above constitute the biology course sequence approved by the Department of Public Instruction (DPI) for certification of secondary teachers of biology. A course sequence for Elementary (grades 1-9) Science Teaching minor certification is also available. Students preparing to teach at the elementary or secondary level must meet all curricular standards set by the DPI. In addition to the sciences and mathematics, all required courses in the education sequence in preparation for teaching at the elementary or secondary levels must be completed. Please refer to the Education Department guidelines for further information.

Required courses for the elementary science teaching minor (24 credits): BL 105, 106, 401; CH 101, 109, 209, PY 120; for education courses required for certification, see Education Section.

## **COURSE DESCRIPTIONS**

### **BL 101 Biological Sciences for Early Childhood Teachers (3 Cr.)**

This activity-based course introduces students to the basic principles in biological sciences that will be applicable to their future as early childhood educators. The intent of this course is to prepare students using the guidelines of the Department of Public Instruction. Topics covered in this course are vital for early childhood teachers to take the state-mandated science content test (Praxis II). This course is only open to students who are enrolled in the Early Childhood Program.

### **BL 103 Biological Sciences for Elementary and Middle School Teachers (3 Cr.)**

This is an activity-based course designed for teachers who will be teaching in the elementary grades. This course reflects the Wisconsin Learner Standards for the Biological Sciences. Students will study cell theory, plant and animal structure and function, how science is a mode of inquiry, science's role in today's society, and how to use the skills and processes of scientific inquiry. This course is only for students majoring in education. Prerequisite: Open to students majoring in education or departmental approval.

### **BL 105 General Biology I (4 Cr.)**

This is an introductory course for biology majors that is also open to non-majors. In this course, students will be introduced to cell division and reproduction, principles of genetic inheritance, gene theory and genetic engineering, and the theory of evolution including the history of the earth, natural selection and methods of speciation. For non-majors, this course can be used to fulfill a core requirement in the natural sciences. Prerequisite: Open to students majoring in science, psychology or departmental approval.

### **BL 106 General Biology II (4 Cr.)**

This is an introductory course for majors. Students will be introduced to the biology of the cell, how organisms acquire and expend energy, and the basic structure and function of plant and animal organs, tissues and cells. Students who register for this course must also register for lab BL 106L for the same term. Prerequisite: Open to students majoring in science, psychology or departmental approval.

### **BL 111 Anatomy and Physiology I (4 Cr.)**

This is an introductory course primarily designed for freshman nursing students. It is a foundational course covering the basic structure and function of the human body at various levels, including the cell, the tissue, the organ, and the organ system. A minimal amount of chemistry is covered at the beginning of the course to enhance the student's understanding of the chemical processes underlying cellular function. The focus of this course is normal structure and function; however, some disease states also may be discussed. Laboratory studies using fetal pigs, cadavers, computer simulations and various live animals may be used to supplement the course material. Students who register for this course must also register for lab BL 111L for the same term. Prerequisite: MT 010, open to students majoring in science, psychology or nursing or departmental approval.

### **BL 112 Anatomy and Physiology II (4 Cr.)**

This course is a continuation of Anatomy and Physiology I. The basic chemistry, cell physiology and histology discussed in the first semester will be applied to the organs and tissues involved in body control, defense, gas exchange, osmolarity, pH and reproduction. As in the first semester, the maintenance of homeostasis is the primary objective. The subject matter concentrates on normal structure and function; however, some disease states also may be discussed. Laboratory studies using fetal pigs, computer simulations and various live animals may be used to supplement the course material. Students who register for this course also must register for lab BL 112L for the same term. Prerequisite: BL 111, open to students majoring in science or nursing or departmental approval.

**BL 120 Concepts of Biology: A Topical Approach  
(3 Cr.)**

This course is designed as a foundation biology core course for non-majors. It introduces the students to the study of basic biological principles at all levels from the molecular to the global in a topical approach. The goal of the course is to gain an understanding of biology and its application to humans and society in the context of special topics or themes.

**BL 202 Microbiology  
(3 Cr.)**

This is a general introductory course that deals with the fundamentals of microbiology including morphology, physiology, and ecology of viruses, bacteria, and other major microbial groups. Prerequisite: Chemistry in the last five years or CH 107, CH 113 or CH 114 and one semester of university biology.

**BL 203 Microbiology Laboratory  
(1 Cr.)**

This introductory laboratory course introduces the student to the fundamentals of microbiology including the morphology, physiology, and ecology of viruses, bacteria, and other major groups of microorganisms, using basic laboratory techniques. Prerequisite: Enrolled concurrently with BL 202 or have had BL 202 or equivalent within last three years..

**BL 205 Cell Culture and Microscope Techniques  
(2 Cr.)**

Students will learn basic cell culture techniques, the theory behind the techniques, and the current applications of those techniques in research. Topics include: aseptic technique, isolation of primary cultures, cell quantification, growth and maintenance of adherent versus suspension cultures, cryopreservation and thawing, and viability and proliferation detection. Students also will learn basic microscope techniques including the use of an inverted microscope. Prerequisite: One semester of university-level biology and one semester of university-level chemistry. Lab Fee Required.

**BL 206 Methods in Protein Purification  
(2 Cr.)**

In this laboratory course, students learn common techniques used to effectively separate and isolate proteins. Students examine how to separate proteins via precipitation, centrifugation and chromatography. Electrophoresis is used for both examination and purification of the final product as well as a means of separation. Protein stabilization and quantification techniques are used to analyze the resulting product. Prerequisite: One semester of university-level biology that includes cell structure and function, and one semester of university-level chemistry.

**BL 207 Plant Biology  
(3 Cr.)**

Plant Biology deals with the study of the structure, morphology, physiology and ecology of seed-bearing plants. Emphasis is on the interdependence of all living things and the central role of green plants in this scenario. Prerequisite: Biology within the last five years or departmental approval.

**BL 209 DNA Technology  
(2 Cr.)**

This hands-on course provides basic and practical knowledge on molecular genetics and recombinant DNA technology methods. Students will learn DNA isolations, restriction enzyme digestions, DNA fingerprinting, PCR (polymerase chain reaction), and gene isolation, transformation and expression. Prerequisite: BL 306 or BL 308.

**BL 212 Environmental Science for Early Childhood Education  
(3 Cr.)**

This course is designed to introduce the student to fundamental concepts in environmental science and apply them in the classroom setting. The major topics covered are energy, ecosystems, biodiversity, water resources, recycling and sustainable living. Since this course is designed around a series of field experiences, each major topic is initially introduced and discussed in the classroom followed by a related field experience. After the field experience, students are required to summarize, reflect

upon, and apply important concepts based upon their experiences. This course is open only to students enrolled in the Early Childhood program.

### **BL 216 Steel, Stone, Muscle and Bone**

**(3 Cr.)**

This course is designed to be the owner's manual to the incredible machine that is the human body. The primary objective of this course is to describe and relate physiologically relevant phenomena to the health and well being of the average individual. Intrinsic to this focus is the study of homeostasis, the body's ability to maintain inner peace in the face of a chaotic external environment. The physiology (and anatomy) of the vertebrates (especially humans) will be discussed at various levels including the cell, the tissue, the organ, and the organ system. Topics that will be discussed during the semester include nerves, muscles, bones, circulation, and metabolism. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **BL 217 The Evolution of Food**

**(3 Cr.)**

This course is designed to examine the history of food and its relationship to the human diet. What exactly was the "Paleo" diet and how is it currently interpreted? How much protein is enough? Can you eat too much of a good thing? How is genetic engineering changing the food we eat? Should we be afraid? What exactly is a GMO? Why are so many people moving to gluten-free diets? How has and does diet affect society as we know it? This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **BL 302 Bioinformatics**

**(2 Cr.)**

This course is a primer on topics related to bioinformatics. This highly interactive course allows students to learn and master various programs and databases used in analyzing DNA and proteins. Practical workshops and projects involve building, characterizing and annotating an unknown sequence. Prerequisite: Molecular biology or equivalent.

### **BL 306 Cell Physiology**

**(4 Cr.)**

This course explores the structural and molecular organization of the cell as the basis of life processes. Students who register for this course must also register for lab BL 306L for the same term. Prerequisite: BL 105, BL 106, CH 201.

### **BL 307 General Physiology**

**(4 - 4 Cr.)**

This course is an integrated study of the functions of organs and organ systems and their control mechanisms in vertebrate organisms. Students who register for this course must also register for lab BL 307L for the same term. Prerequisite: BL 106, CH 201 or equivalent.

### **BL 308 Genetics**

**(4 Cr.)**

This course examines the principles, theories and current concepts of heredity, molecular genetics and genomics. Included are modern technologies, genetic manipulation and engineering, and ethical issues that impact society. Prerequisite: BL 306, CH 202.

### **BL 400 Independent Study**

**(1 - 3 Cr.)**

Independent Study Prerequisite: Department approval.

### **BL 401 Seminar: History and Philosophy of Biology**

**(2 Cr.)**

This is a seminar-format course that studies the development of scientific thought in the biological sciences from ancient to present times. Prerequisite: Department approval.

### **BL 402 Research Design in the Natural Sciences**

**(1 Cr.)**

Students will produce a research proposal on an approved topic of their choice in science. They will participate in reading primary literature, journal-club style presentations, and detailed experimental design culminating in a research proposal. The student's research proposal will be the basis for the culminating research project for the science major capstone project. Cross-listed with CH 402. Prerequisite: Junior standing in biology or departmental approval.

**BL 403 Developmental Biology****(4 Cr.)**

This course examines how a fertilized egg gives rise to the adult body and how that adult body produces the next generation. Students who register for this course must also register for lab BL 403L for the same term. Prerequisite: BL 306, CH 202 (BL 308 is recommended.).

**BL 405 Immunology****(2 Cr.)**

This course is an introduction to the current theories and understandings of the human immune system, and its genetics, applications, implications and limitations. Prerequisite: BL 306, CH 202.

**BL 406 Independent Research****(1 - 2 Cr.)**

Students will execute a research project based on an approved research proposal. They will carry out the laboratory work to complete their independent research project under the supervision of a faculty member in the department or a research scientist off campus. Students must enroll in a total of 2 credits to meet the senior capstone requirement. Cross-listed with CH 406. Prerequisite: BL 402 or department consent; only for science majors or minors.

**BL 407 Senior Capstone Seminar****(1 Cr.)**

This course will prepare students to communicate their research findings in a scientific report format. In this course, students will prepare a written and oral presentation of their completed research project and participate in journal club style presentations. Cross-listed with CH 407. Prerequisite: BL 402.

**BL 410 History of Medicine****(2 Cr.)**

Using a seminar format, students will study the development of the medical sciences through the centuries, including ethical issues related to the medical field. This course is cross-listed with CH 410. Prerequisite: Department approval.

**BL 411 Seminar II: Clinical Experience****(2 Cr.)**

This course focuses on an internship/clinical experience. One of the goals of this experience is to give the students insight into the academic and practical challenges ahead of them in the pursuit of a career in a health care profession. This course is cross-listed with CH 411. Prerequisite: Junior standing, departmental approval.

# CHEMISTRY (CH) and PHYSICS (PY)

The mission of the Chemistry program (major, minor, and Environmental Chemistry minor) is to prepare students to pursue careers in research, teaching, industry or health care by providing an education in the fundamental concepts, knowledge and laboratory/field techniques and skills of the physical sciences. The faculty of the Department of Natural Sciences is dedicated to providing students an academically challenging and technically innovative curriculum that helps foster a spirit of investigation and analytical thought, and an appreciation for the earth and all living things in accordance with the Franciscan tradition.

The Chemistry program (major, minor, and Environmental Chemistry minor) prepares students in the following areas:

**Content:** Students will have a broad background in the fundamental concepts of their specific discipline.

**Technical proficiencies:** Students will develop knowledge and experiences in the basic methods, instrumentation and quantitative analytical skills used to conduct scientific research.

**Communication:** Students will be able to communicate with professional and lay audiences about their specific discipline. This includes the ability to coherently communicate in both oral and written form using discipline-specific formats as appropriate for professional audiences.

**Critical thinking:** Students will demonstrate a foundation in the fundamentals of scientific inquiry and critical analysis of data. Students will be able to interpret research reports and journal articles and to analyze and draw conclusions from data. They will have the ability to design a useful, workable experiment to address a discipline-specific question.

Courses that satisfy basic core requirement: CH 120 and PY 120

## MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses which do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as for general education (core) or elective requirements

**Chemistry Major:** 40 credits (plus an additional 20 auxiliary credits)

Required courses for major: CH 113, 114, 201, 202, 211, 212, 302, 307, 308, 310, 403, 404

Additional required courses depending on focus: Research focus requires students take CH 402, 406 and 407. Pre-professional focus requires students take CH 410 and 411. Teaching focus requires students take CH 401.

Required auxiliary courses: BL 106, PY 201, 202, MT 210, 211

**Chemistry Minor:** 23 credits (plus an additional, 7 auxiliary credits)

Required courses for minor: CH 113, 114, 201, 202, 211, 212, 302, 307

Required auxiliary courses for chemistry minor: BL 106, MT 107 or equivalent

**Environmental Chemistry Minor:** 25 credits (plus an additional 7 auxiliary credits)

Required courses for minor: CH 113, 114, 201, 202, 204, 211, 212, 307, 390

Required auxiliary courses: BL 106, MT 107 (intermediate algebra or equivalent)

Minimum grade of "C" (2.0 GPA) is required for each course in the Chemistry major/minor. If a student earns a grade lower than the minimum acceptable grade, he/she may repeat the course only once. If he/she receives a second unsatisfactory grade in any course in the major or minor, the student will be dismissed from the major or minor field.

## Teacher Certification

The courses required for the Chemistry major as listed above constitute the chemistry course sequence approved by the Department of Public Instruction (DPI) for certification of secondary teachers of chemistry. A course sequence for Elementary (grades 1-9) Science Teaching minor certification is also available. Students preparing to teach at the elementary or secondary level must meet all curricular standards set by the DPI. In addition to the sciences and mathematics, all required courses in the education sequence in preparation for teaching at the elementary or secondary levels must be completed. Please refer to the Education Department guidelines for further information.

Required courses in the elementary science teaching minor: CH 101, 109, 209, 401; PY 120; BL 105, 106; for education courses required for certification, see Education Section.

## **COURSE DESCRIPTIONS**

### **CH 102 Physical Sciences for the Early Childhood Teacher (3 Cr.)**

This activity-based course introduces students to the basic principles in physical sciences that would be applicable to their future as early childhood educators. The curriculum is based on Wisconsin Model Academic Standards for the Physical Sciences and Wisconsin Department of Public Instruction content guidelines for science education. Topics covered in this course are vital for early childhood teachers taking the state-mandated science content test (Praxis II). Prerequisite: MT 102.

### **CH 103 Physical Sciences: Elementary and Middle School Teachers (3 Cr.)**

This is a hands-on, activity-based course for students preparing to teach at the elementary/middle-school level only. This course focuses on the basic principles of physics and chemistry. A section on astronomy includes the study of earth and other celestial objects in the sky. Students study science as a mode of inquiry, understand the central role of science in today's society, and learn how to use the skills and processes of scientific inquiry to relate and interconnect different science disciplines. Prerequisite: MT 102 or equivalent; open to students majoring in education or departmental approval.

### **CH 107 Fundamental Chemistry (3 Cr.)**

This is a course designed for non-science majors with no previous chemistry background. Studies cover the basic concepts of general chemistry. This course can be used to fulfill a core requirement in the natural sciences.

### **CH 113 General Chemistry I (4 Cr.)**

This course is a study of fundamental principles including atomic structure, the periodic table, chemical reactions, thermochemistry, and the gas laws. Students who register for this course also must register for lab CH 113L and discussion CH 113D for the same term. Prerequisite: High school algebra and high school chemistry or equivalent is required; course is not open to non-science majors..

### **CH 114 General Chemistry II (4 Cr.)**

This course is a continuation of CH 113 and includes a continued study of fundamental principles including chemical bonding, chemical and acid-base equilibria, chemical kinetics, and electrochemistry. Students who register for this course also must register for lab CH 114L and discussion CH 114D for the same term. Prerequisite: CH 113.

### **CH 120 Chemistry Concepts: A Topical Approach (3 Cr.)**

This course is designed to set foundational knowledge of science and chemistry then use that knowledge to explore the chemical aspects of current topics and chemistry in everyday life.

### **CH 201 Organic Chemistry I (3 Cr.)**

This is a study of the essentials of organic compounds, including hydrocarbons, functional groups and biomolecules with emphasis on theory, structure, reactions, mechanism and spectroscopic methods. Students who register for this course must also register for lab CH 211L and discussion CH 201D for the same term. Prerequisite: CH 113, CH 114 or equivalent. Corequisite: CH 211. To take CH 201 independently requires departmental consent..

### **CH 202 Organic Chemistry II (3 Cr.)**

This is a continuation of CH 201 and features a continued study of organic functional groups and biomolecules with emphasis on spectroscopic methods, structure, reactions and mechanism. Students who register for this course must also register for lab CH 212L and discussion CH 202D for the same term. Prerequisite: CH 201 or equivalent. Corequisite: CH 212 To take Ch 202 independently requires departmental consent.

### **CH 204 Environmental Chemistry I**

**(3 Cr.)**

This is a survey of concepts in environmental chemistry relating to nature, reactions, transport, and analysis of chemicals present in the environment. The chemical reactions and mechanisms involved in energy production/energy resources in the environment, water quality, atmospheric chemistry, and the chemistry of the earth's crust are emphasized. Special topics relevant to modern-day life including waste management/recycling, energy and fossil fuels, and water treatment also are introduced. Prerequisite: CH 201 (BL 105 is recommended.).

### **CH 208 Running on Empty**

**(3 Cr.)**

This course will provide students a basis for understanding the production, consumption, and consequences of energy derived from fossil fuels and alternative sources in a world with an increasing appetite for energy. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **CH 209 Clean Green Planet: Environmental Sustainability**

**(3 Cr.)**

This course will provide students a basis for understanding the science behind environmental sustainability on the local and global level and the role humankind needs to play in sustaining the planet and its resources for future generations. This course is not open to students who have taken BL 210/CH 210, but may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **CH 211 Organic Chemistry I Lab**

**(1 Cr.)**

This is a hands-on study of organic laboratory techniques and investigations in correlation with CH 201 Organic Chemistry I. Prerequisite: CH 113, CH 114. Corequisite: CH 201. To take CH 211 independently requires departmental consent.

### **CH 212 Organic Chemistry II Lab**

**(1 Cr.)**

This is a hands-on study of organic laboratory techniques and investigations in correlation with CH 202 Organic Chemistry II. Prerequisite: CH 113, CH 114. Corequisite: CH 202. To take CH 212 independently requires departmental consent.

### **CH 302 Biochemistry**

**(3 Cr.)**

This is a study of the chemical foundations for life focusing on proteins, carbohydrates, lipids and nucleic acids. Course content includes: the relationship of composition and structure to the properties and functions of bioorganic molecules; enzyme activity, kinetics and inhibition; bioenergetics and metabolism. Prerequisite: CH 202, BL 106.

### **CH 307 Analytical Chemistry I**

**(4 Cr.)**

This course is an introduction to the quantitative analysis of inorganic compounds. Laboratory instruction includes classical and instrumental methods: gravimetry, titrimetry and absorptimetry. The lecture consists of theoretical foundations for the methods of analysis used in the laboratory. Students who register for this course also must register for lab CH 307L for the same term. Prerequisite: CH 114.

### **CH 308 Analytical Chemistry II**

**(3 Cr.)**

This course is an introduction to the theories, operations, and applications of spectroscopic, electrochemical, and chromatographic instrumentation used in chemical analysis. Students will acquire hands-on experience in the operation and use of several instruments commonly employed in inorganic and organic chemical analysis. Students who register for this course also must register for lab CH 308L for the same term. Prerequisite: CH 307.

### **CH 310 Inorganic Chemistry**

**(2 Cr.)**

This course is a study of selected topics in inorganic chemistry, including symmetry and group theory, molecular orbital theory, coordination chemistry and organometallics. Prerequisite: CH 114.



### **CH 390 Environmental Chemistry II**

**(2 Cr.)**

This course is an introduction to the theories and applications of selected types of instrumentation used in the chemical analysis of environmentally important compounds. Students acquire hands-on experience in the operation and use of several instruments employed in the chemical analysis of air, water and soil samples. Prerequisite: CH 204, CH 307.

### **CH 400 Independent Study**

**(1 - 3 Cr.)**

Independent study Prerequisite: Department approval.

### **CH 401 Seminar: History and Philosophy of Chemistry**

**(2 Cr.)**

This is a comprehensive study of the interdependence of chemistry and related fields using current literature and scientific investigation. Prerequisite: Departmental approval.

### **CH 402 Research Design in the Natural Sciences**

**(1 Cr.)**

Students will produce a research proposal on an approved topic of their choice in chemistry. They will participate in reading primary literature, journal-club style presentations, and detailed experimental design culminating in a research proposal. The student's research proposal will be the basis for the culminating research project for the science major capstone project. Cross-listed with BL 402. Prerequisite: Junior standing in chemistry or departmental approval.

### **CH 403 Physical Chemistry I**

**(4 Cr.)**

This is a study of basic principles and applications of thermodynamics, phase transitions and phase equilibria, and chemical kinetics. Prerequisite: CH 307, PY 202, MT 211 or equivalent.

### **CH 404 Physical Chemistry II**

**(4 Cr.)**

This is a continuation of CH 403 and includes the study of basic principles and applications of quantum theory, atomic structure and spectroscopy, molecular structure and symmetry, kinetic theory of gases, kinetics of complex reactions, magnetic resonance, and electric and magnetic properties of molecules. Prerequisite: CH 403.

### **CH 406 Independent Research**

**(1 - 2 Cr.)**

In this course, students will execute a research project based on an approved research proposal. They will carry out the laboratory work to complete their independent research project under the supervision of a faculty member in the department or a research scientist off campus. Students must enroll in a total of 2 credits to meet the senior capstone requirement. This is cross-listed with BL 406. Prerequisite: CH 402 or department consent; only for science majors or minors. Corequisite: CH 407.

### **CH 407 Senior Capstone Seminar**

**(1 Cr.)**

This course will prepare the students to communicate their research findings in a scientific report format. In this course, students will prepare a written and oral presentation of their completed research project and participate in journal club style presentations. Cross-listed with BL 407. Prerequisite: CH 402. Corequisite: CH 406.

### **CH 410 History of Medicine**

**(2 Cr.)**

Using a seminar format, students will study the development of the medical sciences through the centuries, including ethical issues related to the medical field. This course is cross-listed with BL 410. Prerequisite: Departmental approval.

### **CH 411 Seminar II: Clinical Experience**

**(2 Cr.)**

The basic format of this course is that of an internship/clinical experience. One of the goals of this experience is to give the student insight into the academic, internship and practical challenges ahead of them. This course is cross-listed with BL 411. Prerequisite: Junior standing, departmental approval.

## **PHYSICS COURSE DESCRIPTIONS**

**PY 120 Earth and Sky****(3 Cr.)**

A physical science core course designed to explore earth's place in the universe. Course content includes the basic principles of astronomy and earth science. The section on astronomy includes such concepts as galaxies, nebulae, the solar system, origin of the universe and life cycle of the stars. The earth science section covers geological concepts like: minerals and the rock cycle, volcanism, earthquakes, the earth's interior, plate tectonics, geological evolution and the hydrologic cycle.

**PY 201 General Physics I****(4 - 4 Cr.)**

This is a study of the basic concepts of motion, heat and sound and their applications in everyday life. Students who register for this course also must register for lab PY 201L for the same term. Prerequisite: High school trigonometry, MT 196 or equivalent.

**PY 202 General Physics II****(4 Cr.)**

This is a study of the basic principles of light, magnetism, and electricity and their applications in everyday life. The course includes an introductory study of some special topics in modern physics, including relativity, quantum mechanics, and atomic physics. Students who register for this course also must register for lab PY 202L for the same term. Prerequisite: PY 201.

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

This is an independent study. Prerequisite: Departmental approval.

# PRE-PROFESSIONAL CERTIFICATE PROGRAMS

The three-year pre-professional certificate program satisfies the academic entrance requirements of most medical, veterinary, and pharmacy schools/colleges. Students will have the minimum requirements for application to the professional schools/colleges at the end of three years provided they follow the specified curriculum sequence designed for the program.

Stritch offers pre-professional programs in the following areas:

- Pre-chiropractic
- Pre-dentistry
- Pre-med
- Pre-optometry
- Pre-pharmacy
- Pre-veterinary

Students wishing to apply to a health professions school must declare their intention by the middle of the first semester of the sophomore year to either remain with the pre-professional certificate program or complete the Biology/Chemistry major. The University cannot guarantee completion of the certificate program in three years or the Biology/Chemistry major in four years unless the established curriculum sequence for the respective program is followed.

Most health professions schools require a high level of performance on a college specific admissions test (i.e. the MCAT Medical College Admission Test or GRE Graduate Record Examination) and a GPA of at least 3.4.

Required courses for the pre-professional program: BL 105, 106, 202 and 203, 306, 308; CH 113, 114, 201, 202, 211, 212, 302, 307; PY 201, 202; MT 120, 209/217; EN 102; one sociology course either SC 301 or SC 230, one psychology course, BL/CH 410; BL/CH 411

Minimum grade of "C" (2.0 GPA) is required for each course in the Pre-Professional Certificate. If a student earns a grade lower than the minimum acceptable grade, he/she must repeat the course and earn a grade of "C" or higher for the course to count toward the certificate.

In order to earn a major in one of the sciences (Biology or Chemistry), a student completing the certificate program would need to take the following additional science courses:

Biology major: BL 207, 307, 403, 405

Chemistry major: CH 308, 310, 403, 404; MT 210/211 or 217

# PSYCHOLOGY (PS)

Psychology is the science of behavior and mental processes in humans and other animals. It is a modern science that studies diverse subject matter and has applications to all academic fields of study. Psychology investigates topics as causes of depression, how the brain responds to drugs, management of daily stressors, how people effectively interact with each other, and ways in which gender, age, and culture influence behavior.

Psychology majors are offered a solid foundation that prepares them for careers in mental health, research, and related fields. A major emphasis is preparation for graduate programs. Students take one of several tracks (series of courses) that are specific to their interests. The curriculum emphasizes solid course content, firsthand experiences, and skills that can be applied to the promotion of human and animal welfare. Students work directly with clients through internships and present research papers at professional conferences. Active psychology student organizations provide valuable experiences outside the classroom.

The Psychology Department offers courses that are beneficial for students in majors other than psychology. Students in nursing, sociology, education, and business often minor in psychology because of the valuable background it provides.

**Mission Statement of the Department of Psychology:** The Psychology Department believes that students are lifelong learners. Through courses and experiences, Cardinal Stritch University students acquire the attitude and ability to think critically in evaluating information and making informed decisions. Sensitivity to and appreciation for diversity, respect for the dignity and worth of others, and an appreciation and understanding of differences such as those associated with age, gender, race, ethnicity, sexual orientation, religion, socioeconomic status, disability, and multicultural experiences are essential.

## MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses that do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as for general education (core) or elective requirements.

**Psychology Major:** 42 credits (35 department credits, 7 auxiliary credits)

Required courses for major: PS 101, 303, 304, 405, 410 and 403, plus five electives in psychology. MT 120, PS 303, 304 and 410 must be taken in sequence and during different semesters. PS 410 must be taken during senior year. All psychology majors and minors must take PS 101 before taking any other psychology courses. Students should review prerequisite requirements for all courses in the major/minor.

Required auxiliary courses for major: MT 120 and one laboratory course in biology (department approval required).

Five electives are required. At least one elective course must be taken in three of the following five subject areas: developmental, clinical/counseling, diversity, biological or additional electives. Approved electives include PS 190, 205, 220, 221, 223, 250, 260, 265, 270, 275, 280, 290, 308, 309, 320, 325, 354, and 400

Psychology majors will not receive psychology credit for PS 150. Students are encouraged to take PS 308, 309 and 320 in sequence.

**Psychology Minor:** 28 credits (25 department credits, 3 auxiliary credits)

Required courses for minor: PS 101, 303, 405 and five elective courses in psychology.

Required auxiliary course for minor: MT 120. MT 120 and PS 303 must be taken in sequence and during different semesters. At least one elective course must be taken in three of the following five subject areas: developmental, clinical/counseling, diversity, biological or additional electives.

## Academic Policies

The following are the required grades for Psychology majors and minors:

- Minimum grades: No grade lower than a "C" will be accepted in all courses (required Psychology courses, elective Psychology courses and auxiliary courses, such as MT 120 and Biology). A grade of "C-" or below is not acceptable. If a student receives a grade lower than "C" in a required course, the course must be repeated. If a student receives a

grade lower than “C” in two required, elective or auxiliary courses, he/she will be dismissed from the program. No required or elective Psychology course and no required auxiliary course may be retaken more than once.

- Required grade point average for graduation: A minimum GPA of 2.75 in psychology (required and elective Psychology courses) is required in order to graduate as a Psychology major or minor. This consists of the six required and all elective Psychology courses for majors and the three required and all elective Psychology courses for minors.
- Required grade for Independent Study and Directed Study: A minimum GPA of 3.0 in Psychology is required to be enrolled in independent study and directed study. Consent of the instructor and approval by the department chair are needed.
- Contact the department chair for additional policies.

## **COURSE DESCRIPTIONS**

### **PS 101 General Psychology**

**(3 Cr.)**

This course is an introduction to psychology as the science of behavior and mental processes. Students are given an overview of the various areas of psychology, including an analysis of the impact of gender, race, and culture on human behavior. The course imparts an understanding of the field and the ability to follow up in areas of interest.

### **PS 150 Life Choices: Personal Growth for the College Student**

**(2 Cr.)**

This course is designed to assist students in the areas of personal growth believed to have a positive impact on student success: active learning, self-reflection, personal decision-making, life meaning and values assessment, life-role management, life coping, and relational health and wellness. As an introductory psychology course, this class highlights theories and techniques of personal and therapeutic growth in each of these areas.

### **PS 190 Life Span Human Development**

**(3 Cr.)**

This course is a comprehensive survey of the stages of human development. The focus of the course is on theories of the biological, cognitive, and psycho-social aspects of development and the research that supports and critiques these theories. Stability and change and similarities and differences of human experience will be examined. The course begins with a consideration of genetics and prenatal development; moves through infancy, childhood, adolescence, young and middle adulthood; and culminates with investigation of older adulthood and elements of the death and dying process.

### **PS 205 Selected Topics in Psychology**

**(1 - 3 Cr.)**

The course deals with the study of particular topics in psychology and culture. Current research and issues are discussed. Different topics are offered and thus the course can be taken multiple times. Check with the department for the current topic. Prerequisite: PS 101 or consent of instructor.

### **PS 220 Child Psychology**

**(3 Cr.)**

This course studies child development from conception to adolescence, covering the biological, emotional, cognitive, moral, and sociocultural aspects of child growth. Prerequisite: PS 101.

### **PS 221 Adolescent Psychology**

**(3 Cr.)**

Adolescent psychology examines the period of adolescence from a biological, cognitive, social, and cultural perspective. These forces combine to produce both the similarities and differences that adolescents in the transition between childhood and adulthood experience. The period of adolescence is variable in societal recognition, definition, and duration. Psychological research and theories provide the lens by which we can view adolescent issues and experiences. We will specifically see how cultural, social, and historical expectations and interactions influence adolescent development. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **PS 223 Psychology of Adulthood and Aging**

**(3 Cr.)**

This course provides students with an overview of age-related psychological changes. Topics include cognitive development, information processing, memory, intelligence, sexuality, and personality, as well as the biological and sociological bases for normal and psychopathological aging. Interactions among gender, race, culture, and age are examined. Positive age-related changes, including the role of expertise and successful aging, are discussed. Prerequisite: PS 101.

**PS 250 Drugs and Behavior****(3 Cr.)**

This course describes psychoactive drugs that affect a person's perceptions, emotions, cognitions and behaviors. The course emphasizes the physiological and neurological effects of drugs, though social, historical and personality issues associated with drug use, abuse and treatment are discussed.

**PS 260 Psychology of Gender****(3 Cr.)**

This course provides an introduction to the theories, research, and relevant methodologies surrounding gender studies along with an historical and sociocultural survey of women's and men's movements. A critical analysis of the social construction and consequences of gender and gender role behavior will be specifically explored. Contemporary social issues involving gender, gender identity, and sexual orientation will be discussed. This course will explore both the similarities and differences of people based on gender, ethnicity, culture, and social mores. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**PS 265 Gay and Lesbian Studies****(3 Cr.)**

This course provides an overview of the theories and empirical research surrounding the psychology of sexual orientation. The origins and nature of sexual orientation will be explored, as well as the current issues in this area. This topic will be examined from a cross-cultural, historical, and sociocultural perspective and be placed within the larger paradigm of social prejudice. Prerequisite: PS 101.

**PS 270 Human Sexuality****(3 Cr.)**

This course is an introduction to the study of human sexuality from a psychological perspective. Students will explore the diversity of issues surrounding human sexuality and focus on individual, couple, and social levels of understanding. Theories and empirical data will be examined and critiqued. Prerequisite: PS 101, at least sophomore standing.

**PS 275 Cross Cultural Psychology****(3 Cr.)**

This course examines the similarities and differences that exist between cultures on a variety of psychological topics (e.g., cognition, emotion, personality, gender). Methodology and theories used in cross-cultural research will be studied. Students will have the opportunity to explore their own membership in various cultures and the effect of culture on personal development and world views. Prerequisite: PS 101.

**PS 280 Health Psychology****(3 Cr.)**

This course provides a broad overview of the bi-directional relationship between psychology and physical health. Students will examine the psychological influences on how people stay healthy, why they become ill, and how they respond and cope with stress and illness, among other topics. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**PS 290 Social Psychology****(3 Cr.)**

This course explores the influence of social and cultural factors on individual behavior. It provides an overview of classic and contemporary theories in social psychology. Course topics include: social perception, attitude-behavior consistency, conformity and obedience, group dynamics, and prejudice and aggression. Studying the relationship between the individual and society affords a commingling of psychological and sociological perspectives. This course is also listed under SC 202. Prerequisite: PS 101, sophomore standing.

**PS 303 Psychological Research Methods and Advanced Statistics****(4 Cr.)**

The course provides students with skills necessary for evaluating current research. Major emphasis is placed on procedures used in identifying an appropriate design for the collection and interpretation of data. The laboratory offers experiential exercises in the design, execution, analysis, and reporting of research. Prerequisite: PS 101, MT 120.

**PS 304 Experimental Psychology****(4 Cr.)**

The course provides the student with an introduction to the techniques, major theories, and research findings of experimental psychology. Topics include perception, learning, memory, and cognition. Students will design and perform an original research project. Prerequisite: MT 120, PS 101, PS 303.

**PS 308 Personality Theory  
(3 Cr.)**

The course is designed to acquaint students with major theories and current research, including the interaction of culture, ethnicity, and gender on the development of personality. Emphasis is placed on understanding how personality influences behavior. Psychodynamic, humanistic, and behavioral perspectives, among other topics, are surveyed. Prerequisite: PS 101.

**PS 309 Psychopathology  
(3 Cr.)**

This course studies the causes, symptoms, diagnostic criteria, and treatment of psychopathology. Topics are organized around DSM's major categories of mental disorders. Prerequisite: PS 101; PS 308 is recommended.

**PS 320 Counseling and Psychotherapy  
(3 Cr.)**

This course is designed to acquaint the student with the major theories, principles, and techniques of counseling and therapy. The course includes discussion and role-play of counseling and psychotherapy situations. Prerequisite: PS 101; PS 308 and PS 309 are recommended.

**PS 325 Psychological Testing  
(3 Cr.)**

The course provides the student with an introduction to the theory and practice of psychological testing. This course covers general intelligence, special aptitudes, achievement, and personality tests. Current issues including test bias and approaches to testing minority group members are discussed. Prerequisite: PS 101, junior/senior status.

**PS 354 Biological Psychology  
(3 Cr.)**

This course focuses on the study of the central nervous system. Emphasis is placed on how the brain influences cognitive functions such as learning and memory, behaviors such as eating, and disorders including depression and schizophrenia. Prerequisite: PS 101.

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

The course provides the student with individual reading and/or research under the guidance of a faculty member. Students have the opportunity to pursue, in depth, topics of personal interest. Prerequisite: PS 101, junior/senior status, GPA of 3.0 in psychology, written consent of the instructor and written consent of the department chair.

**PS 403 Fieldwork: Internship in Psychology  
(3 Cr.)**

This course offers the student practical experience at local centers and agencies that promote psychological health and well-being. Supervision of students is shared by the Psychology Department and by the cooperating facilities. Students spend approximately four to five hours per week at their fieldwork placement. Weekly class meetings are also required. This course may be repeated for a maximum of six credit hours for two semesters. Prerequisite: Major/minor in psychology, junior/senior status, consent of the instructor. PS 309 is recommended.

**PS 405 History and Systems of Psychology  
(3 Cr.)**

This course focuses on the history of psychology in terms of the development of psychological theory from early philosophical systems of thought to the status of contemporary theories and systems of psychology. The influence of other scientific fields and historical events on the advancement of psychology is studied. Prerequisite: PS 303, senior standing.

**PS 410 Senior Seminar  
(3 Cr.)**

This course provides students with an integrating experience in the techniques and interpretation of research through the intensive study of a selected topic. A written report and a formal presentation of the project are required. Prerequisite: PS 304 and senior standing in psychology.



# RELIGIOUS STUDIES (REL) and PHILOSOPHY (PL)

## Religious Studies (REL)

The Religious Studies offerings are integral to the liberal arts core of the University. Through Religious Studies courses, the student is challenged to examine the religious dimension of human existence. The student is asked to explore the manner in which religious traditions and symbols have provided and continue to offer an interpretation of human life. Offerings include courses that explore foundational elements of the broad Christian (Catholic, Orthodox, Protestant, etc.) tradition as well as World Religious traditions. The student will also find courses on Christian Scripture and morality as well as specific courses on Judaism and Islam. These course offerings allow students the opportunity of exposure to a variety of religious traditions.

The Religious Studies offerings provide a balanced selection of upper division courses that enable students to acquire a more in-depth background as a major or minor in Religious Studies. Students who major in Religious Studies are prepared to pursue various careers ranging from teaching to parish or societal ministries.

### MAJOR AND MINOR REQUIREMENTS

Requirements for the Religious Studies major are built around four learning outcomes all students should achieve:

1. Demonstrate familiarity with various religious traditions by articulating a foundational knowledge of the Christian tradition and an introductory knowledge of a tradition other than the student's own
2. Begin to apply various critical lenses of awareness (e.g., historical, cultural, contemporary, ethical, spiritual, scientific, secular) in religious/theological thinking and ritualizing
3. Relate and apply religious understanding and Franciscan values to contemporary issues and problems of human concern
4. Understand religious diversity as a dimension of a globalized society

#### **Religious Studies Major:** 36 credits (12 courses)

Each course in the Religious Studies major has been identified with one of the learning outcomes listed above. The student may choose which courses to take to fulfill the learning outcome requirements. Note: The required religion course for the Liberal Arts Core will be counted toward the major. Religious Studies majors are also allowed to take one other 100-level religion course in addition to the required course for the liberal arts core to be counted toward the major.

- 3 courses from Learning Outcome 1: REL 103, 104, 209, 212, 316
- 4 courses from Learning Outcome 2: REL 106, 225, 226, 227, 230, 313, 320, 405, 411
- 2 courses from Learning Outcome 3: REL 105, 220, 343, 345, 350, 356, 360, 465, 468
- 2 courses from Learning Outcome 4: REL 243, 312, 321, 322

All Religious Studies majors are also required to take one Capstone course which is a culmination and synthesis of all the learning outcomes. The Capstone version of the course includes a research project. A student can choose from the following courses to use as a Capstone in their Junior or Senior year: REL 308, 313, 405.

Religious Studies courses and advanced core certificates: A number of Religious Studies offerings contribute to the advanced liberal arts core certificates/minors in Energy and Sustainability (REL 220), Interfaith Studies (REL 312, 316), and Peace and Justice Studies (REL 243, 343). These courses may also be counted toward the major or minor in Religious Studies.

#### **Religious Studies Minor:** 21 credits (7 courses)

The information regarding learning outcomes for the Religious Studies major also applies to the minor. See information above for choice of courses for each outcome.

- 2 courses from Learning Outcome 1
- 3 courses from Learning Outcome 2
- 1 course from Learning Outcome 3
- 1 course from Learning Outcome 4

Religious Studies minors are not required to take a Capstone course.

#### **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**

### **REL 103 Introduction to Christian Thinking (3 Cr.)**

An introduction to the foundational ideas of Christianity as taught by Catholic and other Christian traditions, understood by contemporary theologians, and expressed in the lives of believers. The course provides opportunities for investigation of human/religious experiences at the core of the Christian heritage and some of the diverse ways these have been expressed and passed down through generations, and for critical exploration of the relationships that exist among Christian beliefs, practices and theological expressions.

### **REL 104 World Religions (3 Cr.)**

This course introduces six major religious traditions: The Hindu, Buddhist, Jewish, Christian, Islamic and Indigenous traditions. Study includes the major founders (where applicable), beliefs, scriptures, practices and ethics of the traditions as well as contemporary internal issues, the impact of globalization on the traditions, an introduction to the concept of contextualization in the study of religion as well as interfaith dialogue around common issues of concern to the traditions.

### **REL 105 Religion Today: Is it of Any Use? (3 Cr.)**

Although the vast majority of the people in the world believe in and practice some religion, religion is often seen as a problem and is frequently described as hopelessly out of touch with contemporary society. Using some of the world religions, this course proposes to examine the components that make up religion and to see if and how they are able to respond to contemporary life.

### **REL 106 Introduction to the Bible (3 Cr.)**

This course introduces students to the writings of the 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 and Christians in the ancient world and normative forming texts of respective religions thereafter. 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. Prerequisite: Not open to students who have taken REL 101 or REL 201..

### **REL 202 Modern Science, Living Faith (3 Cr.)**

This course will introduce students to some of the central themes and issues that mark the contemporary interaction between Modern Science and Religious Faith (primarily, Christian Faith) by helping them to reflect critically and appreciatively on that interaction. It will include: 1) examining select historical engagements between Science and Faith; 2) investigating the way Modern Science and Contemporary Theology establish and relate their respective claims; 3) probing the questions that the contemporary study of biology, physics and astronomy present for theology; and 4) surveying the thought of select, influential

scientists and theologians on the interaction of Science and Faith. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 209 Judaism: The 4000-Year Journey  
(3 Cr.)**

This is an investigation of contemporary Jewish life and practice dealing with foundations and developments within Judaism. Current challenges and responses are examined. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 212 Islam: Faith, Practice and Contemporary Issues  
(3 Cr.)**

The course will cover the foundational elements of the religion, along with an overview of the life of Prophet Muhammad. Relationships with other faith communities, the role of women, and contemporary issues and controversies will be analyzed in detail. The role of the Quran and the Mosque in the lives of the faithful will also be discussed. This course includes a trip to a Mosque to watch a Friday congregational prayer. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 220 The Greening of Religion  
(3 Cr.)**

This course is an introduction to the role of religious traditions in addressing key issues created by the ecological impact of humans on their environment and the need for an integrated ethic of stewardship. Topics addressed include: how the Bible has been used to justify both stewardship and exploitation of the environment; the Franciscan view of nature; the spirituality of radical environmentalists; concepts of eco-justice and deep ecology; practical examples of how world religions are addressing environmental concerns. This course may be used toward an advanced core certificate. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 225 Philosophy for Theology  
(3 Cr.)**

An historical and methodological overview of philosophical themes and concepts important in the study of religion and Christian theology, with emphasis on the modern and contemporary periods. The main objectives of the course are to become familiar with important philosophical figures, issues, and methods, and to gain an appreciation of the relation of these to a variety of contemporary approaches in theological study. Cross-listed with PL 225. Prerequisite: One course in religious studies or philosophy.

**REL 226 Introduction to the Pentateuch  
(3 Cr.)**

Beyond an introduction to the Bible or the Old Testament, the intention of this course is to delve more deeply into the five books of the Pentateuch. The goal of the course is to help students to discover the original historical and religious settings which helped produce these texts in order to better understand the biblical stories. Using historical-critical and comparative methodologies, the various texts and their representative traditions will be studied as interpretive responses to the life situations in the ancient world. Meeting this goal will better enable the reader of the Pentateuch to interpret and appreciate these books as foundational religious literature for both Jews and Christians. However, the primary focus of this course is the academic study of the text as it was intended for its original audience.

**REL 230 Religious Dimensions of Sexuality  
(3 Cr.)**

The experience of sexuality directly or indirectly touches every aspect of people's lives. From ancient times to the present, human sexuality has carried religious connotations. At times religion has enriched the meaning of sexuality; at times it has limited the appreciation of sexuality. In short, sexuality is so basic to human experience that it profoundly influences spiritual and religious experience, and vice versa. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 235 Religious/Ethical Principles for Health Science  
(3 Cr.)**

This course is a study of the religious and ethical dimensions of health care, specifically of the nursing profession. Students consider bioethical principles insofar as they apply to practical, concrete cases. They have an opportunity to reflect upon the dignity of human life and the human person as foundational for decision-making in both clinical and research settings. Philosophical treatments of bioethical principles and issues will be supplemented with a Christian understanding of humanity, community, freedom, the body, suffering, and healing. Prerequisite: Nursing students or consent of department.

**REL 243 Peace and Justice in the World's Religions  
(3 Cr.)**

Peace is more than the absence of war. Peace requires that society is built upon justice for all members. Most of the world's religious traditions include teachings on how the truly religious person should care for the poor and the needy in society. A society that strives for just relationships and equality is one in which peace is possible. This course will explore and note convergences in social justice themes between diverse religions such as Islam, Buddhism, Judaism, Christianity, Native American traditions and Far Eastern traditions. By exploring the common language of justice, the class will aim to find ground for respectful inter-religious dialogue and teachings that will inspire students to work for justice and equality in a diverse society. This course may be used toward an advanced core certificate. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 303 Contemporary Judaism**

**(3 Cr.)**

This is an investigation of contemporary Jewish life and practice dealing with foundations and developments within Judaism. Current challenges and responses are examined. Prerequisite: First core course.

### **REL 308 Contemporary Catholicism**

**(3 Cr.)**

This course examines the evolution of the life and teachings of the Roman Catholic tradition from the modern period to the present. In particular the course focuses on the documents of Vatican Council II (1962-1965) and the subsequent developments in the life of the Church. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 310 Franciscan Tradition: Yesterday/Today**

**(3 Cr.)**

This is an introductory course which examines the life and values of Francis and Clare of Assisi, the expression of those values in history and the significance of the Franciscan lifestyle in current times. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 312 Myth and Ritual**

**(3 Cr.)**

This course is an exploration of myth and ritual as key elements within a religious heritage. Students will investigate how sacred stories and rites of various traditions function narratively and symbolically as expressions of and frameworks for human beings, thinking and acting in relation to communities' understandings of the divine. The course highlights the role of story, symbol and rite in addressing interfaith conflict and social division and in providing a compassionate and reconciling worldview. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent or common core course in Religious Studies, Philosophy or Sociology.

### **REL 313 Baptism and Eucharist**

**(3 Cr.)**

This is an historical, anthropological and theological investigation of the constitutive elements of Christian worship and sacrament (time, space, word, and ritual/symbolic act), with special attention to the sacraments of baptism and eucharist. The course includes an overview of liturgical practices, texts, and theology from Jewish and scriptural origins to the 20th-century Vatican II reforms; basic principles of liturgical and sacramental theology; and groundwork for interpreting liturgical documents and ritual texts with a view to pastoral practice, multi-/inter-cultural concerns, and ecumenical considerations. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 316 Sacred Scrolls: The Bible and the Qur'an**

**(3 Cr.)**

This course introduces students to the writings of the Bible and the Qur'an as products of their original historical and religious setting, as well as foundational documents for Judaism, Christianity and Islam. Using historical-critical and comparative methodologies, the various texts and their representative traditions will be studied as interpretive responses to the life situations of Jews, Christians, and Muslims in the ancient world and normative forming texts of respective religions thereafter. 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. In the spirit of the Second Vatican Council, this course will seek areas of common ground between these text traditions and the religious worldviews that they represent. This course may be used toward an advanced core certificate. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 320 Women and Religion**

**(3 Cr.)**

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

women theologians, women's spirituality and women in ministry. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 322 Ecumenism in Historical Perspective**

**(3 Cr.)**

This course will present a historical view of the Christian Church from an ecumenical perspective. It includes an examination of the resources Christian ecclesial communities possess to pursue the goal of Christian unity and the possibilities for the understanding of and collaboration with other world religions.

Prerequisite: REL 103, 104, 105 or 106 or junior standing.

### **REL 336 Pastoral Dimensions of Ministry**

**(3 Cr.)**

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

### **REL 343 Catholic Social Teaching**

**(3 Cr.)**

This course will examine the historical settings and the biblical and theological foundations for Catholic Social Teaching. By applying a process of social analysis, students will probe the underlying causes of issues of social justice and peace. The course will explore how the principles of Catholic Social Teaching address these issues and how students might apply these principles to their future service experiences. This course may be used toward an advanced core certificate. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 345 Christian Spirituality: Personal Growth and Development**

**(3 Cr.)**

The spiritual journey moves people toward wholeness as integral human persons. The goals of this course are to explore the dynamics of Christian spirituality, to examine several psychological-theological views of the integration process, and to pursue the implications of the process for pastoral ministry. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 350 Christian Moral Theology**

**(3 Cr.)**

This course is an introduction to the Biblical/theological foundations of morality in the Christian tradition. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 360 Discovering One's Path in Life**

**(3 Cr.)**

This course explores the factors, especially the places and people in one's life, that shape a person's identity and higher calling in life. Prerequisite: REL 103, REL 104, REL 105, REL 106 or junior standing.

### **REL 400 Independent Study**

**(1 Cr.)**

This is an independent study course, with topics and materials to be decided in consultation with the instructor.

### **REL 401 Research Seminar**

**(2 - 3 Cr.)**

This research seminar includes the senior culminating experiences, i.e., a research study designed to demonstrate the student's grasp of research techniques, methodology and resources. Prerequisite: Senior standing.

### **REL 402 Synthesis Seminar**

**(2 - 3 Cr.)**

This seminar provides an integration of findings from the history and sociology of religion. Prerequisite: Senior standing.

### **REL 403 Religious Studies Practicum**

**(1 - 3 Cr.)**

Utilizing the resources of theology, psychology, sociology and experience, the course is designed to assist the student toward competency in a religious leadership role.

**REL 405 Christology****(3 Cr.)**

This is a study of the person and mission of Jesus as presented in the Scriptures, in ecclesiastical tradition and in religious classics. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 410 Selected Topics****(3 Cr.)**

This is a study of particular topics in theology and/or Christian ministry formation. Prerequisite: Will be determined for each course.

**REL 411 Scripture Selected Topics****(3 Cr.)**

This is a study of a particular upper-level scripture topic. This class provides students with advanced scripture study and will be run in conjunction with graduate scripture courses. Scripture topics include: John's Gospel, Pauline letters, Gospel of Mark, Gospel of Luke, Gospel of Matthew, Wisdom Literature and Psalms, The Prophets and others. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 445 Christian Spirituality: Personal Growth and Development****(3 Cr.)**

The spiritual journey moves people toward wholeness as integral human persons. The goals of this course are to explore the dynamics of Christian spirituality, to examine several psychological-theological views of the integration process, and to pursue the implications of the process for pastoral ministry. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 465 Introduction to Urban Ministry****(1 Cr.)**

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

**REL 468 The Bible and the City****(2 Cr.)**

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



# PHILOSOPHY (PL)

Courses in Philosophy are designed to invite students into a dialogue with major thinkers throughout history about the meaning and nature of human existence. Through reading great works by Plato, Aristotle, Thomas Aquinas, René Descartes, Immanuel Kant, Friedrich Nietzsche, and others, students discover how philosophical ideas have informed the way we understand ourselves and our world today. The perennial questions asked by philosophers concern realities such as human freedom and knowledge, morality and politics, soul and its relation to the body, God's existence and nature. Reading and thinking about these great works inspires students to consider and articulate their own philosophical perspectives.

All students are required to take one of the following to fulfill their Liberal Arts Core requirement: PL101, 102, 103 or 104. Courses in philosophy encourage students to read and think carefully and critically and provide an excellent preparation for careers in law, business, communications, and education. Basic to a liberal arts education, the study of philosophy enhances any humanities major.

## MINOR REQUIREMENTS:

A minimum of 18 credits including at least one but no more than two of the following: PL 101, 102, 103 or 104.

Philosophy courses and Advanced Core Certificates: PL 206 contributes to the Advanced Liberal Arts Core Certificate/Minor in Energy and Sustainability. This course may also count toward the minor in Philosophy.

## COURSE DESCRIPTIONS

### **PL 101 Introduction to Ethics (3 Cr.)**

This course will introduce students to the philosophical study of morality. Morality is our human concern about the rightness or wrongness of actions which involve the rights of all humans to fair and just treatment. Students will begin by establishing a common or shared understanding of the philosophical terms and distinctions needed for comprehending and deciding ethical issues. This vocabulary will then be used to examine and critique the various philosophical views (more conservative, less conservative, and moderating) about ethical or moral behavior. Not open to students who have taken PL 204.

### **PL 102 Introduction to Bioethics (3 Cr.)**

This course invites students to inquire into the nature of body and spirit, health and sickness, and life and death, and to consider carefully the proper moral response to these human realities. Questions entertained in the course will include: When, for purposes of organ donation, can we say that someone is dead? Is it ethical to experiment on animals? Should couples use methods of artificial reproduction to make "designer children"? How do Buddhists view the end of life? As a discipline which addresses profound ethical questions brought about by scientific and medical advances, the course is ideal for those pursuing careers in science and medicine as well as for all who wonder about the deep philosophical questions that are at the root of these contemporary challenges.

### **PL 103 Moral Reasoning and Contemporary Issues (3 Cr.)**

This course includes an introduction to the nature of reasoning and argumentation, an exploration of various moral theories, and an extended study of current moral issues. Students will study philosophical treatments of issues such as: abortion; physician-assisted suicide; capital punishment; pornography and censorship; sexual morality and marriage; animal rights; warfare and terrorism; and global economic justice. Arguments from multiple varied perspectives will be examined and discussed.

### **PL 104 Ethics and Personal Identity (3 Cr.)**

This course will introduce students to the moral recognitions and choices involved in freely creating an authentic personal identity. The ethical implications of this basic human responsibility and the unconscious factors that can impede its successful outcome will be examined. We will begin by clearly establishing the philosophical vocabulary needed for our task. This vocabulary will enable us to grasp the essential steps involved in identity formation and our moral responsibility for guiding this process to its rationally desired outcome (and the genuine happiness that will follow). Not open to students who have taken PL 203.

### **PL 204 Ethics (3 Cr.)**



This course is an introduction to ethics, the study of human persons as moral actors. Students examine various ethical theories which attempt to explain what the good life entails, how one becomes good, and what makes an action good or bad. Contemporary moral issues are discussed in light of theories introduced.

**PL 206 Nurturing Nature: Ethics and the Environment  
(3 Cr.)**

This course entertains the question, "What is the relation between human beings and all other beings in the natural world?" Readings range from factual renderings of particular environmental cases to philosophical treatments of value, justice, and beauty. It is an ideal course for students interested in environmental politics, for science majors looking to locate their knowledge of the natural world within an ethical framework, for business students hoping to understand more about the economics of the environment, and for anyone who is curious about the relation between human beings and the rest of the natural world. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**PL 225 Philosophy for Theology  
(3 Cr.)**

An historical and methodological overview of philosophical themes and concepts important in the study of religion and Christian theology, with an emphasis on the modern and contemporary periods. The main objectives of the course are to become familiar with important philosophical figures, issues, and methods, and to gain an appreciation of the relation of these to a variety of contemporary approaches in theological study. Cross-listed with REL 225. Prerequisite: One course in religious studies or philosophy.

**PL 302 Philosophy of Art  
(3 Cr.)**

The first part of this course examines the nature of the fine arts, their problematic relation to beauty, and the evolving identity of the artist in Western culture. The last part of the course is devoted to reading works of fine art with the aid of contemporary theories of art.

**PL 305 Political Philosophy  
(3 Cr.)**

In this course, students explore the foundations of politics by studying the fundamental works of political philosophy. Students are asked to grapple with the following questions: What is justice? What is power? What is liberty? What is the best way of life? What is the best way to organize our political life? Special attention also is paid to understanding the foundations of American political thought. This is also listed under POLS 305. Prerequisite: PL 101, PL 102, PL 103 or PL 104.

**PL 306 Philosophy of God  
(3 Cr.)**

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

**PL 307 Ancient Philosophy  
(3 Cr.)**

This course introduces the student to the central philosophical thinkers and issues of the Mediterranean world from the 6th century B.C. through the 3rd century A.D. Students are introduced to the ideas of Pre-Socratic Philosophers, Plato, Aristotle, Epicurus, the Stoics, and Plotinus. Topics include: the nature of being itself, the nature of the human soul, and the moral and political life. Prerequisite: PL 101, PL 102, PL 103 or PL 104.

**PL 308 Medieval Philosophy  
(3 Cr.)**

This course focuses on the development of the Western philosophical tradition within the context of the three Abrahamic faith traditions. Readings are chosen from the following list of medieval theologians and philosophers: St. Augustine, St. Anselm, Averroes, Moses Maimonides, St. Thomas Aquinas, and Franciscans Bonaventure and Duns Scotus. The contributions of these thinkers to the debates of the time are examined. Topics to be covered are chosen from the following: the relationship between faith and reason, the existence and nature of God, the soul's immortality, the nature of human cognition, moral action and the moral law, and the problem of universals. Prerequisite: PL 101, PL 102, PL 103 or PL 104.

**PL 309 Modern Philosophy  
(3 Cr.)**

This course examines the development of the Western philosophical tradition during the Early Modern period from Descartes to Kant. Topics include: the crisis in classical metaphysics brought about by the Scientific Revolution; the Rationalist and the Empiricist movements as attempts to provide a new philosophical foundation for science; and the efforts by Kant to overcome the contradictions between Rationalism and Empiricism. Prerequisite: PL 101, PL 102, PL 103 or PL 104.

### **PL 310 Late Modern Philosophy**

**(3 Cr.)**

This course examines the progression of post-Kantian European philosophy from Hegel to Heidegger. Topics may include: the development and main outlines of Hegel's Absolute Idealism; the materialist critiques of Hegelianism in Feuerbach and Marx; irrationalist responses to Hegel by such thinkers as Schopenhauer, Kierkegaard, and Nietzsche; and the rise of Phenomenology and Phenomenological Existentialism in Husserl and Heidegger. Prerequisite: PL 101, PL 102, PL 103 or PL 104.

### **PL 355 Critical Thinking (Logic)**

**(3 Cr.)**

Logic is the study of the methods, rules, and principles that foster clear and correct reasoning. It is considered one of the traditional liberal arts, since reasoning well is thought to be essential to living a truly free human life. Thus the study of logic has for its ultimate goal the improvement of students' own capacity to think, speak, and write logically. Prerequisite: PL 101, PL 102, PL 103 or PL 104.

### **PL 356 Metaphysics**

**(3 Cr.)**

This is a study of the long effort of Western philosophy to think systematically about being as such, designed to facilitate the students' personal reflections on their self-identity and the meaning of existence. Studies focus on ancient, medieval, and contemporary authors. Prerequisite: PL 101, PL 102, PL 103 or PL 104.

### **PL 357 American Philosophy**

**(3 Cr.)**

This is an examination of works representative of major movements in the American philosophic tradition from early religious thought to contemporary pragmatism. Prerequisite: PL 101, PL 102, PL 103 or PL 104.

### **PL 400 Independent Study**

**(1 - 3 Cr.)**

Topics are determined by instructor/adviser.

### **PL 403 Twentieth Century Philosophy**

**(3 Cr.)**

This is an investigation of the major movements in 20th century Western philosophy including Marxism, process thought, positivism, analytical and phenomenological philosophies. The course includes readings from the works of Marx, Bergson, Whitehead, Russell, Wittgenstein, Husserl and Heidegger. Prerequisite: PL 101, PL 102, PL 103 or PL 104.

### **PL 404 Existentialism**

**(3 Cr.)**

The principal themes of existentialism are investigated through selected readings of major thinkers. Special emphasis is given to Kierkegaard, Nietzsche, Heidegger and Sartre. Prerequisite: PL 101, PL 102, PL 103 or PL 104.

# STRITCH SEMINAR (SEM)

## **SEM 101 Stritch Seminar--Freshman**

**(3 Cr.)**

The Stritch Seminar focuses on helping new students succeed in college by gaining competence in critical academic skills, confidence in self and others, and an understanding of the Stritch culture through engagement with the community and reflection on the Franciscan tradition. Open only to freshmen students. Prerequisite: Freshman students only.

## **SEM 102 Stritch Seminar--Transfer**

**(3 Cr.)**

The Stritch Seminar focuses on helping new students succeed in college by gaining competence in critical academic skills, confidence in self and others, and an understanding of the Stritch culture through engagement with the community and reflection on the Franciscan tradition. Open only to transfer students. Prerequisite: Transfer students only.

## **SEM 103 Stritch Seminar--Cohort Programs**

**(3 Cr.)**

The Stritch Seminar focuses on helping new students succeed in college by gaining competence in critical academic skills, confidence in self and others, and an understanding of the Stritch culture through engagement with the community and reflection on the Franciscan tradition. Open only to students in cohort programs.

# SOCIOLOGY (SC) and CRIMINAL JUSTICE (CJ)

## SOCIOLOGY, CRIMINAL JUSTICE

Sociology examines how individuals, groups and institutions affect each other in a variety of social settings, from the most intimate setting to global international settings. Societal inequities due to age, social class, disability, ethnicity, gender, race and sexual orientation are central issues in the discipline. Sociology provides the student with the tools to evaluate theories and research about group behaviors and activities as well as how people behave in groups. The discipline also applies research findings to the development and assessment of social programs and policies.

The department offers a special program that prepares students for social work licensing. The Wisconsin Department of Regulation and Licensing has approved the curriculum for the Wisconsin Social Work Training Certificate. An extensive internship of 400 hours is required. This program can be taken by both Sociology and Psychology majors. Following graduation from Stritch, students must apply to the State of Wisconsin for a Social Work Training Certificate, and then pass state and national exams to become a certified social worker (CSW).

Undergraduates in sociology can enter a variety of fields such as community service programs, health care, human resources, electronic media, leisure management, marketing and survey research, policing, public administration and urban planning.

The B.S. in Criminal Justice bridges crime & punishment and the social sciences. We do this through an interdisciplinary, liberal arts-rooted program that incorporates theory, practice, and values. We understand the role of a complete and contextual understanding of social life in the dispensation of justice, and our curriculum connects social theory, qualitative and quantitative research and analytical methods, and understanding of contemporary, cutting-edge issues within the justice system. Our attention to the Franciscan values brings an understanding of the importance of servant leadership and community. Criminal Justice at Stritch provides students with a well-rounded education that positions students competitively for career paths including law enforcement, corrections & community corrections, probation & parole, court agencies, Homeland Security, non-profit agencies, offender re-integration services, and graduate-level work in criminology and criminal justice.

## MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses which do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as for general education (core) or elective requirements.

**Sociology Major:** 36 credits (33 department credits, 3 auxiliary credits)

Required courses for major: SC 101, 304, 380, 401, 403 and six elective courses in sociology

Required auxiliary course for major: MT 120 with a minimum grade of "C."

**Major In Sociology With Social Work Training Certificate Preparation:** 48 or 51 credits (42 department credits, 6 or 9 auxiliary credits)

Required courses for major: SC 101, 210, 211, 212, 216, 304, 380, 401, 403 and five elective courses in sociology.

Required auxiliary courses for major: MT 120, PS 201, PS 202 or PS 220, 221, and 223.

**Sociology Minor:** 21 credits

Required courses: SC 101, 304 or 380, and five elective courses in sociology

**Education Certification With Sociology Minor:** 24 credits

Required courses for a sociology minor for secondary education certification: SC 101, 203, 380, and five elective courses in sociology

Required courses for Social Studies Education with Sociology emphasis: requirements for elementary and secondary certification in Broad Field Social Studies with Sociology emphasis are found in the Social Studies Department listing.

**Criminal Justice Major:** 45 credits

**SOCIOLOGY CORE**

Required courses: SC 101 and SC 304

**CRIMINAL JUSTICE CORE**

Required courses: SC 225, SC 315, Administration of Justice, Corrections, Introduction to Law Enforcement

**ELECTIVES**

Must choose four of the following courses: SC 201, 203, 240, 300, Criminal Law & Procedure, Victimology, Homeland Security, Contemporary Issues, Criminalistics with Lab, Women in the Criminal Justice System

**METHODS AND STATISTICAL ANALYSIS**

Required courses: MT 120 (minimum grade of "C"), SC 308/CJ 380, SC 401/CJ 401

**FIELDWORK OR INTERNSHIP**

Required course (3 cr): SC 403 or CJ 403

(Please note the following prerequisites: SC 304 is SC 101; SC 380/CJ 380 is SC 101; SC 401/CJ 401 are SC 101, 304, 380; MT 120 is determined by placements.

**Criminal Justice Minor:** 18 credits

At minimum of a C- grade is required in courses for the minor.

Required courses: SC 101 and CJ 101

Must choose one of the following courses: CJ 250, Corrections, Introduction to Law Enforcement

Must choose three of the following courses: SC 201, SC 203, SC 240, SC 300, SC 315, Criminal Law & Procedure, Victimology, Homeland Security, Contemporary Issues, Criminalistics with Lab, Women in the Criminal Justice System

## **SOCIOLOGY COURSE DESCRIPTIONS**

### **SC 101 Introduction to Sociology**

**(3 Cr.)**

This includes basic concepts for the understanding and analysis of social reality. The focus is on patterns of social interaction; the structure and functions of groups; culture as setting and product of human social life; inequalities based on class, race and gender; social process; social change, social trends; major social institutions such as family, economy, government, education, and religion.

### **SC 201 Contemporary Social Problems**

**(3 Cr.)**

This course will feature the sociological approach to the study of social problems including the identification, definition, and analysis of what constitutes a social problem. The focus will be on select contemporary social problems of the United States chosen by students and instructor. Prerequisite: SC 101 or sophomore standing.

### **SC 202 Social Psychology**

**(3 Cr.)**

This is the study of the social factors influencing the development of personality and the process of socialization; the factors influencing the formation of attitudes; the effectiveness of various methods or patterns of persuasion; intergroup relationships; structure and processes of small groups; and factors influencing a variety of forms of social behavior are discussed. Prerequisite: SC 101 or sophomore standing.

### **SC 203 Racial and Ethnic Groups**

**(3 Cr.)**

This course reviews the major concepts of the sociology of race and ethnicity. Students will study race and ethnic groups in the US and in international comparison. The structural and cultural dimensions of race and ethnicity with a focus on the dynamics of inequality will be explored. Students will discuss current policies and programs affecting racial and ethnic minorities through readings, speakers, and media presentations. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**SC 204 Social Hacktivism****(3 Cr.)**

This course explores social change through a hacker ethic. In other words, students will examine how to make the world a better, more connected place, through the use of social networks and other digital technology. Through both offline and online experiences, students will investigate how social and cultural groups can use technology to produce results similar to traditional activism, such as human rights, access to resources, and connecting local and global communities. In keeping with the ethic of openness, community collaboration, and the decentralization of power, part of the course content will be user-generated. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**SC 206 Marriage, Families and Divorce****(3 Cr.)**

This course will examine micro- and macro-sociological changes in American families including the decrease of traditional two-parent families and increase of single-parent families, cohabitation, divorce, remarriage, same-sex relationships, and blended families; conflict and feminist perspectives on class, gender, race and ethnicity as they relate to marriage, families, and family values controversies; dating, mate selection, intimacy, sexuality, and interpersonal communication.

**SC 210 Social Welfare Policy and Social Welfare****(3 Cr.)**

Students will be introduced to the social work profession and social welfare policy. The course includes the history, mission and philosophy of social work; issues involving diversity in ethnic background, race, class, gender and culture in our society; the nature and effects of social policy; current social policy analysis; political and organizational processes used to influence policy; and the framework of current social policy as it is related to social and economic justice. Prerequisite: SC 101 or sophomore standing.

**SC 211 Social Work Practice Methods I****(3 Cr.)**

This course will cover values, ethics, and practices of the social work professional; the client system in social work; assessment of client strengths and problems; implications for social work practice of highly diverse client backgrounds and at-risk populations; intervening and collaborating with individuals, families, groups, organizations, and communities. Please note that SC 211 and SC 212 may be taken in any order. Prerequisite: SC 210 or consent of instructor.

**SC 212 Social Work Practice Methods II****(3 Cr.)**

This course will place emphasis on new trends and issues in social work practice, and their implications for the ethics and values of professional social workers. Issues to be explored include assessment in social work practice and intervening and collaborating with individuals, families, groups, organizations, and communities; special emphasis will be placed on group process, priority action and use of the Internet. Please note that SC 211 and SC 212 may be taken in any order. Prerequisite: SC 210 or consent of instructor.

**SC 216 Social Work Practice Methods III****(3 Cr.)**

This undergraduate course provides knowledge of generalist social work practice methods for working with communities, organizations and social institutions. Organizational and community issues related to ethnicity, gender, sexual orientation, social class, disability and spirituality will be explored along with mechanisms and consequences of oppression and discrimination (racism, sexism, classism, ageism). Throughout the course, emphasis will be given to theoretical and evidence-based practice as well as to ethical principles of the social work profession. Prerequisite: SC 101. Corequisite: SC 101.

**SC 230 Death and Dying****(3 Cr.)**

This course will address death from a sociological perspective; this means students will look at dying not as a preexisting physical fact, but as a constantly changing social relation interpreted through various cultural and social realities. The course will examine how people (and others) experience, give social order to, and make sense of death and dying. Themes may include ceremonial aspects of dying and death; the role of the funeral industry; medical-technology models and the institutionalization of death and dying; and alternatives prevalent in different cultures or historical periods, and among American cultural minorities. Prerequisite: SC 101 or sophomore standing.

**SC 240 Poverty and Welfare in America****(3 Cr.)**

This course explores causes and consequences of poverty in America from the perspective of the poor, with special focus on gender, race, and age; review of historical influences on poverty and public policy with emphasis on changes in inequality since World War II; implications for society as a whole of social forces and institutions associated with poverty, such as unemployment, homelessness, crime, health care, family dysfunction, and education; evaluation of alternative social welfare policies from social and ethical perspectives.

**SC 280 Sociology of Work  
(3 Cr.)**

This course will cover the review and analysis of historical and contemporary economic trends and their impact on work at the micro and macro level. Students will study: an overview of theoretical and empirical research on organizations and bureaucracies; analysis of intersections among work, family, and leisure, and links among inequality, race, gender, and work; examinations of unions and professional organizations; a review of public policy debates and legislation regarding corporations and work-related issues. Students will explore international comparisons. Prerequisite: SC 101 or sophomore standing.

**SC 300 Sociology of Deviant Behavior  
(3 Cr.)**

This is an analysis of the social aspects of deviant behavior and the various theories employed to understand it. Mental illness, alcohol and drug abuse, non-traditional sexual behavior, and deviance in the workplace and professions will be examined. Prerequisite: SC 101 or sophomore standing.

**SC 301 Sociology of the Body  
(3 Cr.)**

This course addresses the body from a sociological perspective; this means we will look at the body not as a preexisting physical fact, but as a constantly changing social relation interpreted through the lens of culture and shaped by social life. The course will examine how humans 'perform' individual and group identities through their bodies, as well as how bodies are used in the name of social control and domination. Themes may include medicalization, tattooing and body piercing, beauty standards and plastic surgery, transgenderism, race and ethnicity, sport, consumption, aging and disability. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**SC 302 Special Areas in Sociology  
(3 Cr.)**

This will cover topics of a specialized nature including: aging; contemporary American culture; class, status, and power; social change; education; and sociology of religion. Prerequisite: SC 101 or consent of instructor.

**SC 304 Sociological Theory  
(3 Cr.)**

This is an introduction to classical and contemporary sociological theory, and includes a review of major schools of social theory and their relationship to the discipline of sociology and the broader social, political, and cultural context of U.S. society. Prerequisite: SC 101, sophomore standing.

**SC 305 Urban Sociology  
(3 Cr.)**

This is an introduction to the study of cities and metropolitan areas. Students will cover an historical review of the growth of cities to their current spatial configurations in contemporary society, giving special attention to class structure, power structure, politics and ethnic communities. Students also will examine social problems facing American cities: urban sprawl, economic and community development, inequality, housing, education, crime, environment, and the changing community in the broader national and global context. Prerequisite: SC 101, sophomore standing.

**SC 306 Social Movements  
(3 Cr.)**

This course explores social movements as an object of sociological research. It reviews theories of social movements, the role of social structure, patterns of mobilization and participation, strategy and tactics, and empirical studies of modern social movements. It also explores the motivations and experiences of movement actors. Prerequisite: Sc 101 or consent of instructor.

**SC 310 Sociology of Sport  
(3 Cr.)**



This course focuses on sports as social and cultural phenomena. Students will use sociological concepts and critical thinking to investigate such issues as how sport and sport participation affect people's lives, and how they intersect with masculinity, femininity, class inequality, race, work, and leisure. Prerequisite: SC 101.

**SC 380 Research Methods  
(3 Cr.)**

This course will include: explanations of theory testing using empirical research; exploration of different measurement techniques; production of data using a variety of data collection methods, such as surveys, participant observation, experiments, secondary analysis and content analysis; non-probability and probability sampling techniques; analysis of data using statistics and qualitative techniques; and ethical issues in empirical research. Prerequisite: SC 101 and MT 120 or approval of instructor.

**SC 400 Directed Study  
(1 - 3 Cr.)**

Students will be required to do reading and/or research on a sociological topic with a departmental faculty member. Written consent of instructor is required. Prerequisite: SC 101 and consent of instructor.

**SC 401 Senior Seminar  
(3 Cr.)**

The course features application of the sociological perspective with principal emphasis on the formulation, design and completion of an original empirical research study in fulfillment of the requirement for the senior culminating experiences. The course includes reflection on sociological perspectives and professional ethics. Prerequisite: Senior standing or instructor approval.

**SC 403 Sociology Field Experience (Internship)  
(1 - 4 Cr.)**

This is an internship experience in appropriate local organizations and social service agencies. The course is designed for students to gain practical experience through on-site learning. Supervision will be shared by the Sociology Department and the cooperating organization. Prerequisite: Senior standing or instructor approval.

**CRIMINAL JUSTICE COURSE DESCRIPTIONS**

**CJ 101 Introduction to Criminal Justice  
(3 Cr.)**

This course focuses on recent trends in crime; theories and research explaining crime and criminal behavior; and societal responses to crime including law enforcement, imprisonment, capital punishment, as well as contemporary alternatives such as restorative justice and community-based programs.

**CJ 250 Administration of Justice  
(3 Cr.)**

This course is designed to familiarize the criminal justice student with the role and responsibilities of each segment within the justice system - law enforcement, judicial, and corrections; procedures in each sub-system and how they relate to one another. Topics include the organization, personnel issues, and issues and practices of each segment.

**CJ 270 Victimology  
(3 Cr.)**

Criminal justice professionals on the front lines (law enforcement, courts, and corrections) typically work with victims of crime. This course provides an introductory examination of criminal victimization in the United States via an overview of defining crime victims, current theory, research, and trends within the context of specific victimization types. The course will examine specific crimes types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies for victims of crime, and victim rights and services. The course will encourage students to engage in understanding and critical thinking about many of these topics within a context of current events and local models of crime victim services.

**CJ 315 Juvenile Delinquency  
(3 Cr.)**

This course covers analysis of the causes and consequences of juvenile delinquent behavior. Students will pay special attention to race, class, and gender-based inequalities in the conception of delinquency, rates of engagement in delinquent behavior, and treatment/punishment of offenders. Emphasis is on contemporary issues related to juvenile delinquency.

# SPORT SCIENCE AND MANAGEMENT

## Sport Management (SSM), Physical Education (PE)

The Sport Science and Management Department offers a Bachelor of Arts degree in Sport Management, and various one-to-three credit courses in Physical Education.

The Sport Management major is designed to provide students with an applied business degree for the sport environment/industry. Majors acquire a strong foundation in management, finance, accounting, marketing, communications, ethics and legal aspects of business. Specific courses in sport management provide students with an understanding of the role of sport in society, the role of management in sport, and opportunities to apply their knowledge in sport-related organizations. Students supplement classroom teaching with a variety of practical experiences through academic service learning and field experience by working in sport management settings. Students in sport management gain both knowledge and practical experience, which are necessary for their future success in a variety of sport management careers.

Physical Education courses are open to all majors and may be used as elective credits. A maximum of three activity credits count towards graduation.

### MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses which do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as general education (core) or elective requirements.

**Sport Management Major:** 42 credits

Required courses for major: SSM 106, 201, 210, 236, 242, 243, 244, 303, 312, 320, 345, 405, 406.

Required auxiliary course: AC 201

**Sport Management Minor:** 18 credits

Required courses for minor: SSM 106, 210, 236, 242, 243, 303

### COURSE DESCRIPTIONS

#### **SSM 106 Introduction to Sport Management**

**(3 Cr.)**

This course exposes students to the expanding role of sport in society and the contemporary fields of sport management and athletic administration. The content includes a broad-based examination of the foundations of theory, techniques, culture and practices of management, as applied to all segments of the community.

#### **SSM 201 Economics of Sport**

**(3 Cr.)**

This course provides the student with a foundation of economic thinking targeted at the sport industry. Topics include sport industry delivery, economic impact of sport, competition, market structures, and the future direction of the sport industry.

Prerequisite: SSM 106.

#### **SSM 205 Sport Management Practicum**

**(1 - 3 Cr.)**

The sport management practicum aims to provide students with a professional experience in sport management and approved areas. This experience is built around students' career interests and provides tangible learning outcomes: develop professional competencies and skills in communication and project development. Also, students may develop new skills in leadership, marketing, event planning, and facility management. Note: Practicum contact hours do not count towards field experience 400 hours. Prerequisite: Consent of chair.

#### **SSM 210 Organization and Management in Sport**

**(3 Cr.)**

This course focuses on principles in organizational design of sport entities and processes of management, including strategic planning, organizational effectiveness, policies, procedures, management planning skills, authority and delegation, problem solving and decision making. Prerequisite: SSM 106.

**SSM 218 Critical Issues in Athletics  
(3 Cr.)**

This course is designed to investigate, examine, review and discuss several contemporary issues/problems and opportunities facing sports and athletics today. Historical aspects of sport will be researched and evaluated to compare with current events in sport and to explore what changes or developments have occurred and how society and the world of sports have evolved.

**SSM 236 Basic Issues of Sport Law  
(3 Cr.)**

This course explores the evolution of legalities within the dynamic sport landscape, highlighting amateur and professional athletics, as well as a variety of sport governing bodies. The course content focuses on legal, risk management, and regulatory foundations. It is supported by actual case studies, and examines how litigation, regulations and legislation continue to shape the ever-changing sport industry in our global society. Prerequisite: SSM 106.

**SSM 240 Techniques and Theories of Coaching Youth Sport  
(3 Cr.)**

This course is designed to present the philosophical, sociological, and psychological basics for coaching youth sports. Coaching theory, administration, practice and organizational problems in youth sports are covered. Other emphasis is placed on selection of teams, recruiting, budget, motivation, relationship with family, and dealing with media.

**SSM 242 Sport Facilities Management  
(3 Cr.)**

This course provides students with fundamental knowledge and skills in designing and managing sport and recreational facilities. This course includes facility requirements and enhancements for both indoor and outdoor areas, site analysis, scheduling of facilities and events, equipment management, as well as maintenance of both facilities and equipment. Attention is given to the Americans with Disabilities Act, as well as issues of liability and risk management. Field trips are required. Prerequisite: SSM 106.

**SSM 243 International Sport Business  
(3 Cr.)**

This course focuses on the social, political and economic activities related to the globalization of sport, as well as international marketing, import/export strategies, manufacturing and shipping of goods. Faculty will allow for lectures by local sport leaders to supplement the course work performed. Prerequisite: SSM 106.

**SSM 245 Sport Psychology  
(3 Cr.)**

This course covers the mental aspects of participation, helping students to understand why a person participates in sports, and what types of motivation will be effective in working with that individual. Several different theories of motivation and discipline from the player's point-of-view will be explored.

**SSM 303 Sport Marketing  
(3 Cr.)**

This is a study of fundamental marketing concepts of the sport industry and as a unique product. Students will study and engage in determining sport consumer markets and target demographics; learn marketing research and planning processes; and develop the mix of marketing strategies and tactics related to sponsorships, Internet, print and broadcast advertising, social media customer relationship management, etc. Prerequisite: Junior standing or department approval.

**SSM 312 Sport Finance  
(3 Cr.)**

This course provides an analysis of financing organizations within the sport industry, with special emphasis on factors such as taxes, bonds, private and public financing, sales forecasts, cash flow, revenue streams and expenses. Topics include the political and social ramifications of sport finance, the mix of different financing options to support sport organizations, trends in the market for sports franchises, the competitive balance in sports leagues, the impact of sports stadiums, and revenue-sharing media rights. Prerequisite: AC 201, junior standing or department approval.

**SSM 320 Motivation and Leadership in Sport  
(3 Cr.)**

This course focuses on leadership historically and philosophically by examining major theorists, models, and historical contexts. Students will explore major social, political, and cultural influences on leadership in sport organizations.

Prerequisite: Junior standing or department approval.

### **SSM 345 Sport Media Relations**

**(3 Cr.)**

This course provides a practical and conceptual foundation for students interested in sport management. Students will explore the formalized working relationships between the mass media and sport organizations. The course focuses on the interactions among the people and organizations involved in the flow of information to the public, including the connection between the informational and commercial sides of sport information management. Students will examine the roles and responsibilities of sports information/public relations specialists, their duties in disseminating information, and the legal and ethical issues they face. Additionally, students will have opportunities to practice many of the tasks of a sports information director, including but not limited to, writing news releases, holding news conferences and creating special events. Prerequisite: Junior standing or department approval.

### **SSM 350 Sport Information Management**

**(3 Cr.)**

This course is designed to provide the student with an understanding of statistical analysis of sport events and standing, odds and probability, computer programs for player and inventory management, and computer programs and resources for dissemination and retrieval of information.

### **SSM 405 Field Experience: Sport Management**

**(3 - 6 Cr.)**

This course is designed to provide the student with actual hands-on experience with a sport organization. Students work with organizations that allow them to observe and assist sport management professionals in a professional setting. Students will be able to utilize the theory learned in the classroom in the workplace. Prerequisite: Junior standing in major, departmental approval.

### **SSM 406 Sport Management Senior Seminar**

**(3 Cr.)**

This course is designed to look at the total environment of sport management as viewed by top managers in the field. Concepts developed in other business and sport management courses are implemented in research of topics. Actual sport management issues currently being addressed at an organization or institution are studied. Prerequisite: Senior standing in the major, departmental approval.

### **SSM 444 Sport Management Fundraising**

**(3 Cr.)**

This course provides the student with a technical background in the areas of fundraising and grant writing. The course focuses on working within the structure of a not-for-profit organization, dealing with government agencies, structuring fundraising plans, and preparing a proposal package for foundation funding. A practical service-learning project enhances application to the field of study. Prerequisite: Senior standing or department approval.

# PHYSICAL EDUCATION (PE)

Physical Education courses are open to all majors and may be used as elective credits, with a maximum of three activity credits counting towards graduation.

## COURSE DESCRIPTIONS

### **PE 111 Dig, Set, Spike (1 Cr.)**

This is an introduction to the history, rules, terminology and strategies for the game of volleyball.

### **PE 113 Strength Training (1 Cr.)**

This is an introduction to strength and conditioning training to demonstrate the benefits of different types of strength exercises and related activities when executed safely and properly.

### **PE 115 Walking/Jogging (1 Cr.)**

This is an introduction to walking and jogging, including the history, guidelines, diet, injuries, motivation and training principles.

### **PE 116 Physical Fitness (1 Cr.)**

This is an introduction to physical fitness, demonstrating the benefits of different types of fitness-related activities when executed safely and properly.

### **PE 117 Self Defense I (Judo) (1 Cr.)**

This is an introduction to the art and sport of judo, with an overview of its history and philosophy, along with the practical component aspects of falling, throwing, mat holds, chokes and arm-lock techniques. Many of the techniques are applicable for self-defense purposes.

### **PE 205 Personal Health and Wellness (3 Cr.)**

This is an introductory course in promoting personal health and wellness throughout life. The course includes the measurement of health and fitness aspects such as body composition, BMI, flexibility, endurance, nutrition, and risks for certain diseases. Within the course, students also will acquire American Heart Association adult and child CPR certification. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **PE 210 Fundamentals of Injury Prevention and Management (3 Cr.)**

This course will provide the student with basic knowledge and understanding in the recognition, care, and prevention of common injuries sustained during physical activity. It will review the major anatomical structures of the human body while discussing biomechanical links and predispositions to injury. The class will cover general conditions and injuries that affect physically active populations, ranging from youth to aging individuals. Students will become proficient in basic taping and wrapping techniques used in the prevention and care of typical activity-related injuries.

### **PE 250 Coaching Practicum (3 Cr.)**

This course involves a supervised experience under an appropriate coach in a local setting. The student will take part in planning and execution of practices and games. Prerequisite: Departmental approval.

### **PE 325 Techniques of Coaching Lifetime Fitness (2 Cr.)**

This course is designed for the prospective leisure sport coach and covers the theory and technique of coaching lifetime fitness, basic fundamentals, and individual and group strategy. The course provides students with a complete understanding of lifetime fitness including the history of lifetime fitness such as yoga, Pilates, aerobics and weight training; individual and group responsibility; research of individual coaches and/or professionals in these lifetime sports; and the review and study of various drills and techniques and their effectiveness.

# SCHOOL OF VISUAL AND PERFORMING ARTS

## Visual Art, Music, and Theater

### VISUAL ART (ART)

The Visual Art department is committed to the ideas and objectives of a liberal arts education as they apply to both interdisciplinary study and practice of the visual arts.

Our program will encourage you to think critically and speak about issues related to arts education and design. You will develop a range of technical skills that can be used to organize materials into objects that express the aesthetic qualities and design concepts that you wish to communicate through your work. You will be exposed to professional standards in your discipline through course work and internship opportunities in the community. Your energetic involvement in the Visual Art department at Stritch will foster a desire for lifelong learning and an active visual participation in your chosen career.

The faculty are working artists, designers, photographers and educators who will guide and prepare students for a variety of careers in the visual arts and design profession.

The Visual Art department offers two-degree programs, the Bachelor of Arts (BA) and the Bachelor of Fine Arts (BFA). The Bachelor of Arts degree has two majors: Art and Art Education with certification in K-12. A concentration is available in Photography or Interdisciplinary Studio Art for the BA in Art. In addition we offer a comprehensive Bachelor of Fine Arts (BFA) degree in Graphic Design.

#### **Bachelor of Arts in Art (36 credits)**

Bachelor of Arts in Art is a liberal arts degree appropriate for students who wish to develop studio art knowledge and design skills, but desire the flexibility to take courses and minor in another academic area that best fits with their career objectives. This degree prepares the student for a broad range of professional pursuits, including work as a studio artist, as a foundation for a related field of work (curatorial work, museum studies, design studies), or for further study in Art Education or Art Therapy.

For more information regarding a minor speak with your art department advisor. Several options are available and include a minor in business, communication art, psychology, theater or other programs of interest.

Visual Art Core:	(18 cr.) ART 101,115, 123, 131,147, and 150
Studio Art courses:	(9 cr.) Choose three courses from ART 111, 125, 129, 133, 223
Art History:	(6 cr.) Choose two courses from ART 141, 142, 215, 249 or 344
Senior Seminar:	(3 cr.) ART 447
Exhibit:	Required

The Bachelor of Arts candidate in Art can add a concentration of courses in the area of Photography or Interdisciplinary Studio Art.

A concentration in Photography will provide you with knowledge and skills in a broad range of photographic media that include film techniques, digital photography and image management, studio and location lighting methods and best business practices. You will be introduced to career options in photography through hands-on course work that will connect you to the professional photography and design community.

#### **Photography Concentration (17 credits)**

ART 211 (3 cr.)
ART 202 (3 cr.)
ART 302 (3 cr.) or ART 309 (3 cr.)
ART 311 (3 cr.)
ART 402 (2 cr.)
ART 411 (3 cr.)

#### **Interdisciplinary Studio Art Concentration (17 credits)**

This concentration provides the candidate the opportunity to take additional intermediate-level courses in drawing, sculpture, painting, digital imaging or ceramics. Your concentration will be designed based on your areas of interest and the availability

of course offerings on the schedule. ART 402 Gallery Internship (2cr) would be the only requirement and the remainder of your credits will be selected through your art advisor.

### **Bachelor of Arts in Art Education K-12 (57 credits)**

The Bachelor of Arts degree in Art Education will provide studio art and design coursework, classroom art methods and curriculum design strategies for teaching art in Kindergarten through 12<sup>th</sup> grade. Art studio courses include drawing, painting, digital design, photography, sculpture and ceramics. The art education student will experience academic and practicum experiences in both public and private school environments. In addition to their art courses, art education students complete their certification requirements in the College of Education and Leadership. (See College of Education and Leadership for certification requirements.)

Visual Art Core: (18 cr.) ART 101, 115, 123, 131, 147, 150  
Art History: (12 cr.) ART 141, 142, 215 or 249, 344  
Art Studio: (18 cr.) ART 111, 125, 129, 133, 135, 223 or 225  
Art Methods/Curriculum: (6 cr.) ED 318, ART 453  
Senior Seminar: (3 cr.) ART 447  
Exhibit: Required

### **Bachelor of Fine Arts in Graphic Design (72 Credits)**

The Graphic Design major at Cardinal Stritch University recognizes and embodies the importance of educating students for an increasingly complex world and across multiple platforms. One of the strengths of the design curriculum at Stritch is that it is embedded in a liberal arts curriculum. In an ever-increasingly globalized economy, a liberal arts education supports the expansion and deepening of the designers' understanding of their work—and creative practice—within the broader context of a democratic society. This bridge between multiple fields such as technology, business, education and psychology creates a rich environment for designers to experience how their work shapes the local, regional and global economy. Creating more perceptive, critical and creative thinkers, it allows designers to transcend vocational utility to recognize and grapple with challenges that are presented to them in their lives, personally and professionally. The Graphic Design major begins with a comprehensive education in design principles, applications, theories, history and practice. The curriculum embraces emerging technologies and the convergence of graphic design, photography, and studio arts, and digital and time-based media. Students work independently, in teams and closely with faculty and are introduced to increasingly complex graphic communication and design problems and methodologies. This combined with opportunities to engage in professional “real world” work helps build informed, innovative and professional portfolios, and creates well-rounded designers who both make things and produce creative solutions and are ready to enter the job market upon graduation.

Visual arts core: (18 cr.) ART 101, 115, 123, 131, 147, 150  
Graphic Design Core: (9 cr.) ART 202, 211, 239  
Graphic Design Major: (27 cr.) ART 205, 302, 305, 405, 406, 413, 447. Choose two courses from ART 309, 311 or CA 318  
Art History: (9 cr.) Choose three courses from ART 141, 142, 215, 249, 344  
Electives: (9 cr.) ART 402 and two courses outside of major. Suggested courses include: BU 105, BU 228, CA 221, CA 318, CS 118, CS 230, EN 216, CS 219, THR 220 or THR 225.  
Exhibit: Required

### **B.A./B.F.A. Visual Art Core Portfolio Review**

The purpose of the Visual Art Core (VAC) portfolio review is to provide aesthetic feedback and career guidance for all art department undergraduate majors. All students enrolled in a B.A. or B.F.A. program in the Visual Art Department must participate in the VAC portfolio review.

A faculty committee from the art department will conduct a portfolio review as needed each fall semester. The portfolio must represent art and design work completed in the Visual Art Core (15-18 cr.) while at Cardinal Stritch University. In addition to their portfolio of selected works, the students must submit a one-page, double-spaced statement of intent regarding the anticipated major they will follow while at Stritch. Upon successful completion of the VAC portfolio review the student is formally admitted into a BA or BFA major. A transfer student must have completed a minimum of 9 credits of studio coursework in the Visual Art Department of Cardinal Stritch University before participating in the portfolio review process. Detailed information on the VAC portfolio review is available in the Visual Art Department office, CFA 110.

### **Art Minor Requirements**



The Art minor offered through the Visual Art Department is a great opportunity for any students in the University to engage and explore their creative energies. An art minor is well suited for majors in Communication, Theatre, English, Business, Religious Studies, Sports Management and Math/Computer Science as well as other majors.

A minor in Art is 24 credits of art and design courses that can include a variety of drawing, design, digital photography, ceramics and painting classes. We will work with you in order to build an interdisciplinary minor that best fits your area of interest.

If you are interested in a minor with a specific emphasis in Photography, Digital Media, Graphic Design or Studio Art, we can help you select a sequence of classes in your area of interest. A minor in Art History requires 24 credits in art with a minimum of 15 of those credits in art history courses.

For more information contact the department chair.

### **Transfer Credits**

A maximum of 18 credits can be transferred to a B.A. degree or 36 credits toward a B.F.A. at the discretion of the department upon transcript and portfolio review.

### **Northwestern Mutual Art Gallery and Internships**

Stritch's Northwestern Mutual Art Gallery provides exceptional educational opportunities for art students by exhibiting the works of regional and national contemporary artists. Internships in gallery management, graphic design, photography and fine and applied arts provide opportunities for those students seeking actual on-the-job experiences. Please contact the Gallery Director for more information.

## **COURSE DESCRIPTIONS**

### **ART 101 2-D Digital Design**

**(3 Cr.)**

This is an introduction to the fundamental concepts and skills of visual art and graphic communication in the digital realm. Emphasis is placed on the elements, principles and techniques of making art and designing two-dimensionally. Special considerations for creating art/design in electronic media will be addressed, including specialized terminology, image creation, digital color and printing. The course provides an introduction to developing creative strategies and work flow combined with an understanding of image and content establishing skills that strengthen the student's ability to make, evaluate and discuss works of art/design.

### **ART 111 Photographic Processes**

**(3 Cr.)**

This course will introduce the language of visual perception as it is accomplished through the manipulation of light and time. Students will review historical events, visual concepts and basic photomechanical processes that enable beginning photographers to communicate their visual impressions more effectively. Student will learn methods of black-and-white film photography, including 35mm camera handling, film exposure, chemical processing, printmaking, and print presentation techniques. Individual and group discussions will facilitate historical, technical and aesthetic comprehension of photography as a means for personal expression. No prerequisites or prior experience is required.

### **ART 115 Web and Time Based Media**

**(3 Cr.)**

This is an introduction to the techniques of creating art and design on multiple platforms. Participants will explore the fundamental concepts and skills of sound, video and web-based publishing. Principles of design, design theory and techniques learned in this class can be applied across all disciplines including visual art, design and communications. Prerequisite: ART 101, ART 150 or instructor consent.

### **ART 123 Drawing I**

**(3 Cr.)**

This course is an introduction to the materials, techniques and methods of naturalistic drawing. It provides an overview of the history and concepts of drawing and introduces students to figure drawing, anatomy, and common studio practices.

### **ART 125 Painting I**

**(3 Cr.)**

This course is an introduction to the techniques and methods of painting. Students explore the history of painting, color theory and materials of the painter. Studio safety and practice with water mixable oils and other modern paint mediums also will be explored.

**ART 129 Printmaking I  
(3 Cr.)**

This studio course is an overview of the technical and conceptual principles of various printmaking processes, both traditional and contemporary. Methods include monotype, dry point intaglio, reduction lino-cut, and mixed media. In addition, students may choose to use methods learned in other classes to further enrich their work. These might include surface design, computer images and alternate photo processes. Prerequisite: ART 101.

**ART 131 3-D Concepts:Form, Space, Time  
(3 Cr.)**

Offering students a broad range of experiences in three-dimensional art, this course explores major concepts in 3-D design and sculpture as well as concentrated study and emulation of key contemporary artists. Students will experiment with additive/subtractive, composite, and digital methods to create studio projects dealing with space, site, movement, time, form, and the human figure. A special component of this course will be an introduction to digital 3-D modeling and printing. Emphasis will be placed on developing a personal artistic vision and studio practice through writing and reading about art.

**ART 133 Ceramics I  
(3 Cr.)**

Offering a broad introduction to clay sculpture and pottery, this course will help students develop basic skills in hand building, wheel-throwing, and surface treatments including oxides and glazes in order to create functional containers as well as sculptural forms. Course assignments will help students practice clay techniques and think critically about the forms and imagery they are creating. Clay forms throughout history will be studied alongside contemporary approaches, and students will be encouraged to identify a personal working ethic and range of interests through writing, research, and group discussion.

**ART 135 Metalsmithing I  
(3 Cr.)**

This introduction to the traditions of metalwork provides a basis for students to produce contemporary jewelry and metal objects. Students explore various techniques from soldering to stone setting, enabling them to produce finished works with the use of metals, including copper, brass and silver. Prerequisite: ART 101, ART 131.

**ART 137 Fibers I  
(3 Cr.)**

This studio course explores the use of surface design techniques on textile substrates to create works of art and design. Students will use methods of producing "complex fabric" through layering Procion dyes, water-based pigments, computer image development and printing on printable textiles and solvent transfers. Methods include resist dyeing (Shibori), stencil, photo silk screen, and embellishment. In addition, students may choose to use various printmaking techniques to further enrich their works. Prerequisite: ART 101.

**ART 141 Art History Survey I: Ancient and Medieval  
(3 Cr.)**

This course will serve as an introduction to the art history of the Ancient and Medieval eras. Specific areas that will be discussed include painting, sculpture and architecture with emphasis on the ancient world, the Christian eras prior to the Middle Ages and Medieval Europe. This course satisfies the General Education (Core) requirement.

**ART 142 Art History Survey II: Renaissance/Modern  
(3 Cr.)**

This is a survey of the art of Western Civilization through painting, sculpture and architecture with emphasis on Renaissance Europe, Baroque and the Modern period. The course satisfies a General Education (Core) requirement.

**ART 147 Foundation Seminar  
(3 Cr.)**

This class is a multi-media course intended to give the students an introduction to the background and terminology of art as well as the uses of certain art media. We will discuss basic issues dealing with how to look at and understand artwork. We will experience materials and processes used by artists, along with a brief overview of the history of art. This will include a closer examination of select artists from each period discussed. The course will consist of the following: lectures, video screening, group discussions, field trips to view and experience art, written reviews of artwork, essays, quizzes, and studio art projects.

### **ART 150 Understanding Art**

**(3 Cr.)**

This is an introductory approach to understanding art in both theory and practice. The course addresses how people perceive and understand visual art today and considers both the personal and social meaning of visual artworks within their historical and cultural context. The course satisfies a General Education (Core) requirement.

### **ART 202 Digital Applications I**

**(3 Cr.)**

This course focuses on the theory and practice of page layout for multi-platform publications. Emphasis is equally placed on gaining fundamental knowledge of current software used in the art/design profession and design methods and considerations particular to each of the various types of publications and their platforms. Prerequisite: ART 101, ART 115 or instructor consent.

### **ART 203 Bugs, Bitmaps and Banksy**

**(3 Cr.)**

This course will provide an introduction to the evolutionary impact of technology within the disciplines of art and design. Students will deepen their understanding of the influence various artists and their art—from traditional studio to artists using the latest technologies—are having on our visual culture and the culture in general. An emphasis will be placed on contemporary issues, topics and image-making technologies. Students will create innovative, informed, original and personal projects utilizing each students' strengths and knowledge to explore this compelling topic that is at the forefront of our culture. By the end of the class, students will recognize the vast reach of power and influence that art and design have in the digital realm and the society at large. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **ART 205 Graphic Design I**

**(3 Cr.)**

This course is the first in a sequence of graphic design courses dealing with the interaction of text and image, the fundamental components of graphic communication. Students will develop and hone skills in working with text and image as they create solutions to a series of design problems. Visual literacy will be increased through exposure to contemporary design issues and graphic design history. Students will be expected to expand their proficiency in all aspects of the design process, including the use of formal design principles, information organization, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. Prerequisite: ART 101, ART 202.

### **ART 210 Digital Narratives: The Artist in Society**

**(3 Cr.)**

This interdisciplinary production and theory course will explore the use of digital media as a cogent and vital method of storytelling. Students will learn hands-on production techniques that may include digital still and video cameras, and non-linear image and sound editing strategies. Personal and social narratives are deeply embedded in the fabric of art and film history. Drawing on individual students' passions and interests, the emphasis will be on creating short digital narratives that shed light on and provide a voice for the untold stories found in our diverse community. Students will be encouraged to seek out individuals and organizations that need creative solutions and technical assistance in telling their digital story. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **ART 211 Digital Photography**

**(3 Cr.)**

This class will explore the basic technical and aesthetic considerations of digital photography, image management and color printmaking techniques. Students will become proficient in the use of a digital SLR camera and basic studio lighting techniques. Emphasis will be on the production of digital negatives and the output of quality color balanced inkjet prints. Projects will enable the student to understand a variety of themes including portrait, landscape and documentary event photography. Topics will include lighting on location, mix light portraits as well as post-production editing strategies with Adobe Bridge and Photoshop. Prerequisite: ART 101, ART 111.

### **ART 215 Elements of Film**

**(3 Cr.)**

This is an introduction to film theory with particular emphasis on an understanding of the cinematic techniques employed by the filmmaker to influence, manipulate and entertain an audience. The specific problems of film are explored including subjectivity vs. objectivity, realism vs. formalism, and art vs. record. This course includes viewings of representative films. Prerequisite: ART 115.

### **ART 223 Drawing II**

**(3 Cr.)**

This course is a survey of various contemporary approaches to the ideas, materials and methods of drawing. There is an emphasis on life drawing and conceptual currents in the art world. Prerequisite: ART 123.

**ART 224 Figure Drawing**

**(3 Cr.)**

This is a survey of diverse technical and conceptual approaches to figure drawing. There is an emphasis on objective representational drawing methods with some exploration of individual interpretation. Prerequisite: ART 223 or instructor consent.

**ART 225 Painting II**

**(3 Cr.)**

This is a survey course focusing on diverse contemporary approaches to the formal, conceptual and material methods of painting. Emphasis is placed on the expressive and conceptual forms of painting in the context of recent art history. Prerequisite: ART 125.

**ART 229 Printmaking II**

**(3 Cr.)**

This course focuses on the intermediate development of the technical and conceptual principles of printmaking. Emphasis is placed on the development of individual experimentation and expression. Prerequisite: ART 129 or consent of instructor.

**ART 231 Sculpture II**

**(3 Cr.)**

This course focuses on exploring the nature and limits of three-dimensional concepts and materials. Emphasis is placed on further development of individual experimentation, expression, and studio practice. Prerequisite: ART 131.

**ART 233 Ceramics II**

**(3 Cr.)**

This course includes instruction in throwing functional ceramic ware on the wheel along with exploration of surface design through glazing and other methods of patterning. Open to non-art majors.

**ART 235 Metalsmithing II**

**(3 Cr.)**

This intermediate-level course in jewelry design and small metal construction emphasizes advanced techniques including lost wax casting. Prerequisite: ART 135.

**ART 237 Fibers II**

**(3 Cr.)**

This course focuses on continued exploration and advanced personal experimentation with fiber construction techniques. Prerequisite: ART 101, ART 137.

**ART 239 Typography I**

**(3 Cr.)**

This is an introduction to the fundamental principles of typography, where type is regarded as an image that serves a variety of communicative purposes. Emphasis is placed on exploring issues of form and meaning, hierarchy, legibility and readability, structure and composition, and the design process. While typography is a highly focused branch of communication design, this introduction to type as image serves to open a path for students to study all facets of graphic design, digital media and photography in subsequent courses. Students will use both traditional materials and design tools as well as computers. Prerequisite: ART 101, ART 115 or instructor consent.

**ART 243 Non-Western Art History**

**(3 Cr.)**

This is an introductory course in Asian, African or Oceanian art. Asian art includes a study of the art of India, China and Japan and their interrelationship. African art concentrates on the art objects in the cultural context. Oceanian art traces the development of the arts in the South Sea islands and the cultures that produced them. Satisfies General Education (Core) requirement.

**ART 245 American Art History**

**(3 Cr.)**

This course is a study of the development of American art through painting, sculpture and architecture from the Colonial era to the present.

### **ART 249 Women Artists: Issues and Images**

**(3 Cr.)**

The creative efforts of female artists are examined in light of historical, social and cultural contexts. Slides, lectures, films, field trips and discussions will acquaint students with the contributions of female artists throughout contemporary history. This satisfies a General Education (Core) requirement.

### **ART 301 Radical Art, Vivid Awareness, Present Moment**

**(3 Cr.)**

This course is a broad introduction to a variety of models of mindfulness practice with an emphasis on art-making and creative practices as a method of meditation. Students will be introduced to and practice skills, techniques and exercises that can be applied on the individual level and in the communities in which they live, and provide an opportunity to learn how to be more present with their lives. Mindful awareness is the innate capacity of the mind to be aware of the present moment in a non-judgmental way. Rooted in many spiritual traditions, mindfulness meditation is widely recognized and reinterpreted by many disciplines across the liberal arts curriculum including the sciences and humanities. Historic and contemporary artists and their works will serve as the inspiration and foundation for exploring mindful awareness and its intimate relationship to creativity and artistic practice. Students will investigate the powerful social, interpersonal, spiritual and physical effects of practicing mindful awareness as part of their everyday lives. Some benefits of mindful awareness practice include: the ability to better cope with stress, difficulty and illness; the development of empathy, compassion, and listening skills; a sense of feeling more at ease and at peace; and the enhancement of emotional intelligence. No prior experience with meditation is required. Students will be expected to maintain a daily mindfulness meditation practice throughout the duration of this course. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **ART 302 Digital Applications II**

**(3 Cr.)**

Building on lessons from ART 202 Digital Applications 1, this course covers advanced topics in digital media design. Emphasis is on the development of advanced technical skills and on seeing a professional design project(s) through from start to finish, using best practices for development process, standards-compliant code and strong design. This may include the integration of objects, sound, video and motion graphics. Prerequisite: ART 202 or instructor consent.

### **ART 303 Illustration**

**(3 Cr.)**

This is a study of the techniques and social functions of illustration with an emphasis on a variety of rendering techniques and digital production methods. The course also focuses on individual style and the narrative function of art and design. Prerequisite: ART 205, ART 223 or instructor consent.

### **ART 305 Graphic Design II**

**(3 Cr.)**

This is the second in a sequence of graphic design courses and builds upon previous course content beyond the basics of multi-page documents and information organization. Students will develop and hone skills in working on sophisticated concepts and applying them to problem-solving methodologies in the form of various exercises and projects. Emphasis is placed on developing strength and confidence in their individual creative practice and their role as professional designers. Students will be expected to expand and deepen their proficiency in all aspects of the design process, including the use of innovative thinking, pro-active problem solving, comprehensive research and planning, appropriate and mature solutions for execution and presentation. Topics include an introduction to mood boards and research/design process for visual identity for branding and small business. Prerequisite: ART 205.

### **ART 309 Digital Imaging**

**(3 Cr.)**

This interdisciplinary studio course examines the technical and conceptual aspects of digital image creation and manipulation. Emphasis is on the production of expressive personal images originating on both film and digital capture technologies. Prerequisite: ART 101, ART 111 or instructor consent and 15 credits of studio art courses.

### **ART 311 Studio Photography**

**(3 Cr.)**

This course will continue to examine the language of photography through studio and lab work, guest speakers and field trips. Students will learn strategies and techniques that focus on the use of artificial lighting as an illustrative tool for portrait and product photography. Students will become familiar with a variety of camera formats including the View camera and other

formats. All projects will emphasize the use of a digital SLR camera as the primary image-making tool. This course also will introduce several digital editing solutions including Lightroom and Photoshop/Bridge. In addition students will become familiar with best business practices in photography as this relates to contracts, model releases and copyright laws. Individual and group print critiques will enhance each student's personal understanding of the influential impact of illustrative photography. Prerequisite: ART 111 or instructor consent.

### **ART 313 Elements of Video**

**(3 Cr.)**

This interdisciplinary production and theory course introduces video as a documentary mode of storytelling and communication. Students learn methods of studio production using digital cameras and sound recording techniques as well as post-production editing techniques using Final Cut Pro and Soundtrack software. Class discussion will cover current trends in the information and entertainment industry. Projects will cover a variety of documentary and storytelling opportunities in the community. Prerequisite: ART 115. Lab Fee Required.

### **ART 323 Drawing III**

**(3 Cr.)**

This is an advanced drawing course concentrating on work in the studio with an emphasis on the formal and conceptual theories of drawing. The focus is on the personal development of the student working on an individual direction. Prerequisite: ART 223 or ART 224.

### **ART 325 Painting III**

**(3 Cr.)**

This is an advanced painting course concentrating on the formal and theoretical aspects of work in the studio. Emphasis is on the personal development of an individual approach to artistic production. Prerequisite: ART 225.

### **ART 327 History of Film**

**(3 Cr.)**

This is an historical survey of the major movements in cinema from the silent period to the present. Major topics include technology, industry development, prominent film styles, and important films and artists. Emphasis is placed on both the American and international cinema with viewing of representative films.

### **ART 344 Modern Art History**

**(3 Cr.)**

This course explores the concepts and the formal characteristics of modern art chronologically -- looking at all the '-isms' of the 20th and early 21st centuries and finding the relationships among them. Short sections on the history of architecture and modern design of the various periods also are covered and compared for their stylistic connection to the 'fine arts' of the same periods. Prerequisite: ART 141, ART 142.

### **ART 351 Methods I-Elementary**

**(1.5 Cr.)**

This course studies the developmental stages of children's art and considers appropriate techniques, materials and methods for teaching kindergarten through sixth grade students. It also includes concepts that integrate art with other non-art units of study and museum resources. Prerequisite: Art education major.

### **ART 352 Methods II-Secondary**

**(1.5 Cr.)**

This course covers teaching strategies for middle school through high school students. The course material also will address appropriate levels of content for each media-specific discipline. Prerequisite: Art education major.

### **ART 400 Independent Study**

**(1 - 3 Cr.)**

Independent Study is a planned course of study, which is highly individualized and not addressable through any other format. The student will be supervised by a faculty member in the department. This course may be repeated for a maximum of six total credits. Prerequisite: Junior/senior status in major and departmental approval.

### **ART 401 Topics**

**(3 Cr.)**

The content of this seminar varies year to year to focus on a chosen art history topic. Students research areas of individual interest relevant to the topic of the course and present the results of this research. Prerequisite: Consent of instructor.



### **ART 402 Internship**

**(1 - 6 Cr.)**

The internship provides on-campus or off-campus opportunities for student interns to gain authentic experience in their field of study, determine if they have an interest in a particular career and create a network of contacts for potential employment. The intern must be on site for eight hours per week for three credits or 16 hours per week for six credits. Prerequisite: Junior/senior standing in major.

### **ART 405 Graphic Design III**

**(3 Cr.)**

This is the third in a sequence of graphic design courses and builds upon previous course content beyond visual branding. The aim of this course is to generate portfolio-quality pieces where different design methodologies as a way of creating work will be examined. Students will be encouraged to work collaboratively, learn how to revision their understanding of process, content and production, and discover a new set of lenses through which to design. Each assignment will come from the outside world, but each solution will come from the student's design voice inside. Prerequisite: ART 305.

### **ART 406 Advanced Design Group**

**(3 Cr.)**

This course is a key step in the transition from student to professional. In addition to more complex visual problem solving, a strong emphasis will be placed on individual student portfolio development. Through work done for clients on and off campus, students will move beyond design as assignment into having a "real world" experience as a design professional. Working individually and as a creative group, students will communicate directly with clients and printers to develop multi-platform work, hone business acumen and professional skills, and produce professional work for their portfolios. Prerequisite: Declared BFA in photography or graphic design, BA in digital media or instructor consent.

### **ART 411 Advanced Photography**

**(3 Cr.)**

This course is designed for students who wish to gain additional experience in designing photographic projects and producing thematic portfolios of their work. Several semester-long projects will challenge students to follow professional guidelines in the production and presentation of their photographic portfolios. Prerequisite: Senior-level photography major.

### **ART 413 Time Based Media**

**(3 Cr.)**

This interdisciplinary studio course examines the technical and conceptual aspects of digital nonlinear multimedia interactive media. Emphasis is on the collaborative scripting, design and production of a cohesive media package within the context of artistic expression. Prerequisite: Consent of the instructor.

### **ART 415 Images of Women in Film**

**(3 Cr.)**

This course is an introduction to the depiction of women in Hollywood films from the 1920s to the present from the critical perspective of feminist film theory. Particular emphasis is placed on major women directors, writers and other artists who have contributed significantly to the development of film art. This course includes the viewing of representative films. This course also is listed under EN 405.

### **ART 447 Senior Seminar**

**(3 Cr.)**

The Senior Seminar is the capstone forum in which all majors critically and coherently position themselves within the context of their own specific professional preparation and artistic aspirations. Preparation includes development of a portfolio of works that will be presented in the undergraduate BA/BFA exhibition in the Northwestern Mutual Art Gallery. Prerequisite: Senior standing in art, graphic design or photography.

### **ART 450 Advanced Studio Problems**

**(3 Cr.)**

This advanced interdisciplinary studio course examines the technical and conceptual aspects of technological developments relative to traditional art media. Course content varies to focus on specific topics or media as they become relevant. Emphasis is placed on the relationship of art and technology to cultural and social issues. Prerequisite: 36 art credits.

### **ART 453 Art Curriculum**

**(3 Cr.)**

This course for art education majors addresses both the theoretical and practical dimensions of writing art curriculum. After studying the artistic developmental stages, students will explore the connections between art and other content areas and how



the arts can be integrated throughout the K-12 curriculum. Students will create their own art curriculum projects.  
Prerequisite: ART 351, ART 352, art education major.

# MUSIC (MU)

The Music program at Cardinal Stritch University offers the following opportunities for Stritch students to continue their education and training in music.

## *Performance ensembles*

The Concert Choir, Orchestra and Wind Ensemble are open to all Stritch students. In order to obtain permission to register for any of these ensembles, interested students must pass an audition, which also makes them eligible for a Performing Arts scholarship.

## *Music electives and the Liberal Arts Core*

The Music program offers opportunities for the general student population to attain musical knowledge, performance skills and enrichment through a variety of courses in music appreciation and individual lessons with our highly experienced faculty. Private instruction is available in the following areas: piano, violin, viola, cello, string bass, voice, flute, clarinet, oboe, bassoon, saxophone, trumpet, French horn, trombone, euphonium, tuba, percussion, classical & jazz guitar, chamber music, composition, and jazz improvisation. (Private lessons consist of 15 weekly lessons per semester: 1 credit = one 30-minute lesson per week, 2 credits = one 60-minute lesson per week.)

## **COURSE DESCRIPTIONS**

### **MU 105 Music Theory I (2 Cr.)**

This course provides a foundation for the understanding and application of the following music theory topics: manuscript notation, simple and compound meter, major and minor keys and scales, modes, intervals, triads, seventh chords, inversions, non-harmonic tones, cadences and voice leading. Upon successful completion of this course, students will be prepared to continue with the study of music theory in MU 106. This is a required course for music majors and minors, and open to all students with consent of the instructor. Prerequisite: Essential music literacy knowledge and skill. Students who do not receive a passing score on the Music Reading Assessment are required to register for two semesters of applied piano study before reapplying for MU 105..

### **MU 106 Music Theory II (2 Cr.)**

This course provides a basis for the understanding and application of the following music theory knowledge base: first species counterpoint, dominant seventh chords, leading tone seventh chords, non-dominant seventh chords, seventh chord inversions, voice leading in four voices, four-part harmonization, and modulation. Upon successful completion of this course, students will be prepared to continue the study of music theory in MU 210. This is a required course for music majors and minors, and open to all students with consent of the instructor. Prerequisite: MU 105.

### **MU 107 A Survey of American Music (3 Cr.)**

This is a cultural study of the life, times and music of the American people, including indigenous music, folk styles, jazz, blues, and popular styles. Emphasis is on listening skills and elements of musical organization, and historical/cultural contexts.

### **MU 108 Music History I (3 Cr.)**

This course is a historical survey of Western music from the ancient/medieval worlds through the 18th century. Students will examine essential elements, composers, genres, and performance styles of music, with an emphasis on listening and analysis. The course is required for music majors and minors, and open to all students with the consent of the instructor.

### **MU 109 Music History II (3 Cr.)**

This course is a historical survey of Western music from the 19th century to the 21st century. Students will examine essential elements, composers, genres and performance styles of music, with an emphasis on listening and analysis. The course is required for music majors and minors, and open to all students with the consent of the instructor.

### **MU 114 Introduction to Musical Art (3 Cr.)**

This course is designed to enhance understanding and perception of musical art. The elements, structure and process of music, and a variety of musical genres will be presented, including a survey of jazz, blues, popular and classical styles. This course will

focus on the perception of auditory art, the analysis of musical mathematics and design, and the experience of creating and performing musical art.

**MU 126 Ear Training I  
(2 Cr.)**

This is the first of a four-course sequence in ear training and sight singing. Students will pursue mastery of the "Hearing Eye" and the "Seeing Ear" through in-class performance of musical examples in solfeggio and manuscript dictation. Upon successful completion of this course, students will be prepared to continue with the study of ear training in MU 127. This is a required course for music majors and minors, and open to all students with consent of the instructor.

**MU 127 Ear Training II  
(2 Cr.)**

This is the second of a four-course sequence in ear training and sight singing. Students will have the opportunity to pursue mastery of the "Hearing Eye" and the "Seeing Ear" through in-class performance of musical examples in solfeggio and manuscript dictation. Upon successful completion of this course, students will be prepared to continue with the study of ear training in MU 226. This is a required course for music majors and minors, and open to all students with consent of the instructor. Prerequisite: MU 126.

**MU 131 Concert Choir  
(0 - 1 Cr.)**

The concert choir is an ensemble of mixed voices performing choral literature from various stylistic periods. The choir performs at least one formal concert each semester and may tour in the spring semester. This is a required ensemble for voice music majors and minors. Membership in the concert choir is open to all qualified singers without credit or fee. Prerequisite: Audition, consent of the conductor.

**MU 141 Orchestra  
(0 - 1 Cr.)**

Students will perform in small (chamber) ensembles, which rehearse during the afternoon, as well as the symphony orchestra (Stritch Community Orchestra), which meets in the evening. The music performed will be representative of different periods and styles. Chamber ensembles perform for campus events in conjunction with other instrumental and vocal groups both on and off campus, and the symphony orchestra performs one formal concert per semester. This is a required course for instrumental music majors and minors. Membership in the symphony orchestra also is open to all qualified students not registered for the course. Prerequisite: Audition, consent of the conductor.

**MU 151 Wind Ensemble  
(0 - 1 Cr.)**

The wind ensemble performs a diverse and challenging repertoire. The ensemble performs at least one concert each semester. This is a required course for wind and percussion music majors and minors. Membership in the wind ensemble is open to all qualified wind and percussion musicians without credit or fee. Prerequisite: Audition, consent of the conductor.

**MU 161 Jazz Ensemble  
(0 - 1 Cr.)**

The jazz ensemble is a performance group consisting of saxophones, brass and rhythm. Literature performed represents all types of jazz with emphasis on big band swing, bop and the progressive style. Ensemble members will have opportunities to develop and perform improvised solos. This is open to all students by audition and consent of instructor. Prerequisite: Audition and consent of instructor.

**MU 205 Recital Seminar  
(0 - 1 Cr.)**

Music majors and minors perform the solo and chamber literature pursued in their applied studies, with a goal of consistent growth in performance technique and musicianship. This course is required of all music majors and minors as a degree requirement and music program convocation. Prerequisite: Music major, minor, or consent of instructor.

**MU 210 Music Theory III  
(2 Cr.)**

This course provides a basis for the understanding and application of the following music theory knowledge base: modulation, secondary dominants, borrowed chords, Neapolitan sixths, and augmented sixth chords. Upon successful completion of this course, students will be prepared to continue with the study of music theory in MU 211. This course is open to music majors, music minors, and all students with consent of the instructor. Prerequisite: MU 106.

**MU 211 Music Theory IV****(2 Cr.)**

This course provides a basis for the understanding and application of the following music theory knowledge base: 9th, 11th and 13th chords; altered dominants; chromatic mediants; 12-tone technique; and non-functional harmony. This course is open to music majors, music minors, and all students with consent of the instructor. Prerequisite: MU 210.

**MU 212 Musical Journey through the Americas****(3 Cr.)**

This course is a historical survey of musical development in America, emphasizing the inherent power of music to provide peaceful resolutions within its own evolution. Exploring musical changes from the late 19th century to the 21st century, students will learn how European origins, African influences, North American roots, and South American inspirations are infused in American contemporary music. Listening to musical examples from each different region, students also will gain knowledge about significant musicians and their contributions to current music that is uniquely American. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**MU 213 Sacred Sound: Experiencing Interfaith Music****(3 Cr.)**

This course explores faith traditions through music, one of the most universally recognized forms of human experience. The only art form named after a divinity, music has been documented from prehistory to the present age in virtually all known cultures. Musical sound is sacred in most religions because it embodies the divine and can be shared by all participants. The course will survey music of five major world religions: Judaism, Christianity, Islam, Hinduism and Buddhism. Students will develop cultural awareness that will help guide interactions with communities of diverse peoples. This course will provide experiential learning opportunities and may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**MU 226 Ear Training III****(2 Cr.)**

Music majors will pursue mastery of the "Hearing Eye" and the "Seeing Ear" through in-class performance of musical examples in solfeggio and manuscript dictation. Upon successful completion of this course, students will be prepared to continue with the study of ear training in MU 227. This course is open to all students with the consent of the instructor. Prerequisite: MU 127.

**MU 227 Ear Training IV****(2 Cr.)**

Music majors will pursue mastery of the "Hearing Eye" and the "Seeing Ear" through in-class performance of musical examples in solfeggio and manuscript dictation. This course is open to all students as an elective with the consent of the instructor. Prerequisite: MU 226.

**MU 255 Jazz Performance Group****(2 Cr.)**

This course covers the techniques of improvisation, arranging and the development of a standard repertoire through performance in a small jazz ensemble. Jazz theory and history will be integrated into the performance experience. This course is open to all interested students by audition. Prerequisite: Audition and consent of instructor.

**MU 310 Counterpoint****(3 Cr.)**

This course provides a basis for the understanding and application of the following knowledge base: late Renaissance polyphony, species counterpoint, two-voice 18th century counterpoint, the two-part invention, and the fugue. This course is open to music majors, music minors, and all students with consent of the instructor. Prerequisite: Instructor permission.

**MU 311 Form and Analysis****(3 Cr.)**

This course provides a basis for the understanding and application of the following knowledge base: melodic organization, two-part and three-part forms, variation technique, sonata form, rondo form, romantic and post-romantic styles, impressionism, serialism, and twelve-tone technique. This course is open to music majors, music minors, and all students with consent of the instructor. Prerequisite: Instructor permission.

**MU 325 Phonetics for Singers****(2 Cr.)**

This is a study of the speech sounds of language using the International Phonetic Alphabet (IPA) symbols in order to perform texts in any foreign language. Application is made through the performance of songs in various languages. Prerequisite: Consent of instructor.

**MU 401 Senior Seminar  
(3 Cr.)**

This seminar provides students with the opportunity to review and integrate their knowledge of aesthetic philosophy, Historical elements and performance practice. This course is required for music majors who prepare and perform their senior recital as a final culminating project. Prerequisite: Senior standing in music and consent of Music Department chair.

# THEATER (THR)

The Theater program at Stritch, rooted in the liberal arts tradition, includes an active performance and production schedule in which students are afforded the opportunity to work in all areas of theater including acting, directing, stage management, dance, voice, stagecraft, costuming, lighting and properties. Degree options include: B.A. in Theater with a concentration in Performance, Technical or Musical Theater. Students are introduced to the origins and major developments in theater history, dramatic literature, and criticism and theory. Course work is augmented with three productions each year in the Nancy Kendall Theater, including a major musical, and one additional production in the Studio Theater as well as a variety of additional opportunities in the Studio Theater program. The theater program also offers coursework in conjunction with the College of Education and Leadership for students who would like to be certified to teach theater at the Early Childhood-Adolescence level (grades K-12). For teacher certification, students complete a major in theater and a major in Secondary Education. Professional work in the theater can also be pursued with additional training in a conservatory setting or graduate school.

## MAJOR AND MINOR REQUIREMENTS

**Theater Major with a Performance concentration:** 36 credits

**Theater Major with a Technical concentration:** 36 credits

**Theater Major with a Musical Theater concentration:** 37 credits

Required courses for the theater core (21 credits): THR 160, 201, 208, 213, 303, 401, theater labs (3 credits)

Required courses for the Performance concentration (15 credits): THR 103, 105, 390, 405, 3 theater elective credits

Required courses for the Technical concentration (15 credits): THR 220, 225, 304, 310, 3 theater elective credits

Required courses for the Musical Theater concentration (16 credits): THR 105, 106, MU 105, 126, 131, MU voice lessons (6 credits)

The Theater Major with a concentration in Musical Theater is designed to prepare students for careers in musical theater, or to pursue further study in graduate school. Within a liberal arts context, the program balances the practical with the theoretical combining strong training in performance skills (piano, speaking, singing, dancing and acting) with academic study in musical theater history and technical theater. Students will apply their skills by participation in an annual musical in the Nancy Kendall Theater and in a yearly cabaret/showcase in the studio theater. Course work and performance will be supplemented with local theater professionals who will be brought to campus as guest instructors and visiting artists to share their expertise with students.

### Educational Outcomes and Assessment

Upon completion of the program students will demonstrate: 1) a thorough understanding of the unique and complex requirements of integrating music and theory into a unified production, 2) the musicianship skills as a singer necessary for beginning a professional career in musical theater, 3) the ability to sight-read and prepare musical performances without assistance, 4) the techniques of acting and script analysis that are necessary for beginning a professional career in musical theater, 5) the ability to self-direct an acting performance for both musical and non-musical theater, 6) dance and choreographic skills that are necessary for beginning a professional career in musical theater, and 7) a thorough knowledge of the history and literature of musical theater and contemporary musical theater production.

In addition to the specific courses required in the major, reviews of achievement at the conclusion of each academic year are conducted for all students. Each student will perform in an end-of-the-year showcase/cabaret and a public recital is presented in the senior year; this recital includes performance in acting, dancing and singing.

**Theater Minor:** 18 credits

Required courses for minor: THR 160, 208, 213, 303, 401 plus three credits of theater laboratory

## COURSE DESCRIPTIONS

### THR 100 Theater Laboratory

**(0.5 Cr.)**

Laboratory instruction and supervision in one or more of the following areas: Backstage Run Crew (including stage hands, fly operators, and props crew), Wardrobe Crew, and House Management. Students assist in the mounting and running of Cardinal Stritch University productions. Assistance/availability for load-in/load-out is required. No experience is necessary. Students must have faculty approval in order to enroll.

**THR 103 Stage Makeup****(3 Cr.)**

Students will gain a practical understanding of stage makeup including both the application and contribution makeup brings to the visual impact of the actor and the overall design of a production. Students will learn the tools necessary to identify race, gender, and age differences among humans and how to incorporate such differences into specific character designs for the stage. Other topics include historical makeup, fantasy makeup, makeup for large and small theaters, and makeup design as part of the collaborative process.

**THR 104 Costume Techniques****(3 Cr.)**

Students will gain a practical knowledge of basic costuming techniques in the fields of costume construction, design, and alterations, as well as wardrobe supervision. Students will learn to recognize costume design as a vital tool in the overall collaborative design process of theater. Other topics include fabric painting and dyeing, period and modern hairstyles, machine vs. hand-sewing techniques, and basic national safety standards.

**THR 105 Theater Dance I****(3 Cr.)**

This is an introduction to the basic musical theater dance techniques and includes movement and dance training geared toward developing an individual's movement potential to the fullest ideal. Styles may include ballet, modern, jazz and tap.

**THR 106 Theater Dance II****(3 Cr.)**

This is an introductory and intermediate study of tap dance style and techniques utilized in musical theatre.

**THR 107 Theater Dance III****(2 Cr.)**

This course is the third of four courses in theater dance that builds on the knowledge and skills learned in Theater Dance I and Theater Dance II. It provides an advanced level of the many styles and skills involved in musical theater dance including advanced knowledge of posture, flexibility, and centering of the body; basic rudiments of ballet, modern and jazz dance; movement that is specific to genres and choreographic styles as seen historically on the musical theater stage; and knowledge of the choreographers that have advanced theater dance. Prerequisite: THR 105, THR 106.

**THR 108 Theater Dance IV****(2 Cr.)**

This course in tap dance technique builds on the knowledge and skills learned in Theater Dance II by advancing the specific skills necessary for mastery of this particular dance form. Through the study of the history of tap dance in America and its vital place in American musical theater, students will be exposed to the broad range of dancers who have created this art form and will have the opportunity to advance their own knowledge and skills in the following areas: tap vocabulary, rhythm, sound technique, pattern accuracy, fluidity of movement, expression and style, phrasing and dynamics, improvisation and composition. Prerequisite: THR 105, THR 106, THR 107 or instructor consent.

**THR 110 Acting for Non-Theater Majors****(3 Cr.)**

This introductory course in acting focuses on the basic building blocks of acting technique including collaboration, creating a character, and speaking in front of an audience. This course is specifically designed for non-theater majors.

**THR 160 Introduction to Backstage****(3 Cr.)**

Introduction to Backstage serves as a survey course in the elements of stage production. Students are introduced to the four basic disciplines of production: scenery, lighting/sound, costume, and stage management.

Topics Include:

1. Scenery: Introduction to studio personnel, the process of designing, building and painting scenery, and a discussion of properties for the stage.



2. Lighting/Sound: The process of lighting design and creating sound for the stage.
3. Costumes: Introduction to studio personnel, the process of designing and building costumes, properties for the stage, wardrobe, and make up.
4. Stage Management: Organization, duties of both artistic and administrative sides of theatre, role of the stage manager, and the rehearsal process.

**THR 200 Theater Laboratory  
(0.5 Cr.)**

Laboratory instruction and supervision in all phases of theatre production with greater emphasis on expanding the student's responsibility and involvement in the production in either scenic construction or painting, costume building, gathering props, stage electrics, sound design, sound board operator, light board operator, assistant stage manager, or involvement as a performer. Assistance/availability for load-in/load-out is required. Students must have faculty approval in order to enroll (for performers this means being cast in the production).

**THR 201 Voice and Movement  
(3 Cr.)**

An introduction to the vocal mechanism, the production of tone, resonance, projection and articulation. Students will be introduced to the International Phonetic Alphabet and its application to the speaking process. Some vocal application of techniques.

**THR 202 Voice for the Actor II  
(3 Cr.)**

This is an introduction to the principles of oral reading of prose and poetry. Topics include language (vowels, diphthongs and consonants, imagery, figures of speech), the forms of verse and prose (iambic pentameter, rhyme, line endings and the sonnet form) and context. The course focuses on vocal performance with specific application to the dramatic works of William Shakespeare.

**THR 205 Introduction to the Theater  
(3 Cr.)**

This is an overview of the theater as an art form with particular emphasis on the theater's development from ancient Greece to the present. Students will learn the vital roles of everyone involved in bringing a script to the stage and have the opportunity to view and critique actual theater productions.

**THR 208 Introduction to Acting  
(3 Cr.)**

In a world of screens and electronic devices, want to explore what it means to really connect? This introductory course in acting focuses on the basic building blocks of confidence, response, and play as well as the beginning elements of exploring human connection and storytelling. Students will uncover hidden talents and learn the art of acting for the stage, which includes collaboration, creating a character, and speaking in front of an audience.

**THR 213 Play Analysis I  
(3 Cr.)**

This course is an examination of dramatic literature and structure. It includes the study of the play script both as literature and as a theatrical document.

**THR 214 Play Analysis II  
(3 Cr.)**

This course offers an examination of dramatic literature with emphasis on literary/dramatic styles and the structural elements of play scripts.

**THR 215 Dance as Cultural Expression  
(3 Cr.)**

This course explores nonverbal communication through dance in a variety of contemporary and historical contexts. Students will learn dances of differing cultures and examine the relationship of dance to social structure, ethnicity, gender, spirituality, and politics. Dance styles include African, Hip Hop, Latin, Flamingo, and Western styles of the 20th century. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**THR 220 Stagecraft  
(3 Cr.)**

Ever wonder what it takes to create live theater? This course takes the student backstage to introduce the basic principles of stagecraft: construction of scenery and properties and the fundamentals of stage lighting. Emphasis is placed on scenic construction practices, fly system operation, and stage electrics. Students will be expected to assist in show prep and show strikes.

### **THR 225 Fundamentals of Theatrical Design**

**(3 Cr.)**

This is an introduction to the language, elements and conventions of theatrical set, light and costume design including the exploration of the designer/director/performer relationship. Particular emphasis will be placed on laboratory projects and assignments that will bring theater from the page to the stage. Prerequisite: THR 160 recommended.

### **THR 300 Theater Laboratory**

**(1 Cr.)**

In addition to laboratory instruction, students will be given a major production responsibility supervised by shop supervisors. These assignments include (but are not limited to) such positions as stage manager, master carpenter, property master, wardrobe supervisor, master electrician, etc. Roles approved by the Performance Concentration Program also will receive credit. In general, one credit is given per assignment. Assistance/availability for load-in/load-out is required. Students must have faculty approval in order to enroll.

### **THR 301 History of Musical Theater**

**(3 Cr.)**

This course traces the growth of the uniquely American theatrical form from its beginnings in minstrel shows and burlesques through the golden age of Broadway to the contemporary stage. Topics include major contributors (composers, lyricists/librettists, performers) as well as the musical as a reflector and barometer of American social concerns and issues.

### **THR 303 Acting II**

**(3 Cr.)**

This second-level acting course focuses on the understanding and presentation of classical language or heightened text and the continued exploration of advanced response and play. Prerequisite: THR 208.

### **THR 304 What We Wore, Where We Lived**

**(3 Cr.)**

Have you ever wondered why the Greeks wore togas? Or why men wear pants? Every culture and period in history has unique qualities that set them apart. Two of these are fashion and living space. This course examines the cultural and historical significance of architecture, decor, fashion, customs and style and how they can be artistically brought to life on the theatrical stage. Starting with the Greeks, this course examines some of the major cultures from a historical point of view and reveals the influence of how we lived in the past on how we live and interact today. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **THR 310 Scenic Design**

**(3 Cr.)**

This is an introduction to the methods and materials employed in theatrical scenic design. Particular emphasis will be placed on the collaboration between the director and other designers. Both traditional and multimedia forms of design for the stage will be explored. Prerequisite: THR 225.

### **THR 315 Children's Theater**

**(3 Cr.)**

This is an examination of major trends in children's theater within the context of the process of producing a play for young audiences. Acting, design, directing and tech students work together to adapt a children's fairy tale for the stage.

### **THR 390 Acting III**

**(3 Cr.)**

This is an advanced acting course focusing on advanced contemporary scene study, emotional resonance, professional development and both stage and on-camera auditions. This course is open to theater majors as well as advanced non-major students.

### **THR 399 Independent Study**

**(1 - 3 Cr.)**

Independent Study

**THR 400 Theater Laboratory****(1 - 2 Cr.)**

In addition to laboratory instruction the student will be responsible for design aspects of the production under the guidance of the Theatre faculty. These assignments include Scenic Design, Lighting Design, Costume Design, Directing, and Sound Design. Students are required to have completed prior Theatre Labs in the areas of their design choice prior to being approved for such an assignment and credit. Assistance/availability for load-in/load-out is required. Students must have faculty approval in order to enroll.

**THR 401 Senior Seminar: Theater History****(3 Cr.)**

A study of physical structures, major movements, playwrights and major theater practitioners from the ancient Greek period through the eighteenth century. Includes a major research component.

**THR 402 Theater History II****(3 Cr.)**

A study of representative physical structures, major movements, playwrights and major theater practitioners of the nineteenth, twentieth and early twenty-first centuries. Prerequisite: THR 214.

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

Theater Internship: Off-Campus Prerequisite: Junior standing and department approval.

**THR 405 Directing****(3 Cr.)**

This course focuses on the fundamentals of play direction techniques as used in dramatic productions from inception to performance. Students will explore their "directing eye" and develop creative response to the given elements in storytelling, culminating in their own student-directed short scene presentation. Prerequisite: THR 213 and either THR 160 or THR 208.

**THR 433 Stage Dialects****(3 Cr.)**

An introduction to the major dialects employed by the actor and performer. Using the International Phonetic Alphabet, the student will be introduced to the Standard English, American Southern, Irish, French, Italian, Scots and Brooklynese dialects. Transcriptions and oral presentations. Prerequisite: THR 201 or consent of instructor.

**THR 499 Independent Study****(1 - 3 Cr.)**

Independent Study

# ADVANCED CORE CERTIFICATES AND MINORS

The advanced core certificates allow students to explore an area of interest. Each certificate teaches to the learning outcomes of Franciscan heritage and values and local and global community engagement. Students who complete all six courses (18 credits) in one of the identified areas will receive a minor. All traditional undergraduate students may complete an advanced core certificate, but it is required for all students seeking the Bachelor of Arts and Fine Arts degrees.

## REQUIREMENTS

**Arts and Cultural Awareness:** 12 credits for certificate/18 credits for minor

Required courses: THR 215 or 304, EN 308 or 309, ART 210, and SPN 312

**Digital Citizenship:** 12 credits for certificate/18 credits for minor

Required courses: ART 203, SC 204, CA 252 or 270, and CS 230 or 235

**Diversity Studies:** 12 credits for certificate/18 credits for minor

Required courses: EN 213 or 303, CA 331, PS 260, SC 203 or 301

**Energy and Sustainability:** 12 credits for certificate/18 credits for minor

Required courses: EC 200, POLS 312, PL 206 or REL 220, CH 208 or 209

**Inter-America Studies:** 12 credits for certificate/18 credits for minor

Required courses: HS 263 or HS/POLS 341, SPN 300 or 313, BU 205, MU 212

**Interfaith Studies:** 12 credits for certificate/18 credits for minor

Required courses: MU 213, HS 209 or 306, EN 218, REL 312 or 316

**Health and Wellness:** 12 credits for certificate/18 credits for minor

Required courses: PE 205, ART 301, PS 221 or 280, BL 216 or BL 217

**Peace and Justice Studies:** 12 credits for certificate/18 credits for minor

Required courses: CA 347, EN 307, REL 243 or 343, POLS 210 or 221

# **COLLEGE OF BUSINESS AND MANAGEMENT**

## **Mission**

The mission of the College of Business and Management, accelerated non-traditional programs, is to prepare adaptive business leaders for the 21<sup>st</sup> Century shaped by a Franciscan moral worldview who balance people, planet and profit in service to a greater good. Our graduates use their innovative, global, cross-cultural, collaborative, and critical thinking abilities to advance corporate social responsibility and sustainability.

# COLLEGE OF BUSINESS AND MANAGEMENT (CBM)

## ACCELERATED NON-TRADITIONAL PROGRAMS

The Undergraduate School offers undergraduate business programs in a non-traditional accelerated format typically scheduled in 6 week courses, presented one weekday evening per week on campus, off campus or online. The undergraduate degree and certificate programs offered through the College of Business and Management (CBM) operate in accordance with the mission statement of Cardinal Stritch University and subscribe to the following principles:

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

Cardinal Stritch University's business-oriented programs for working adults are offered through the College of Business and Management. Like its graduate programs, the College's undergraduate programs allow working adults to advance their personal and professional educational goals while maintaining a career. Undergraduate offerings by CBM include Certificate Programs and Bachelor's degree programs. All CBM programs, are offered online as well as on-ground. Students in on-ground cohorts may take major courses or elective courses online as well.

The College of Business and Management, accelerated non-traditional programs, offers undergraduate and graduate programs at sites in Madison and Brookfield as well as the main Milwaukee campus. All programs are also available online.

## HOW THE PROGRAMS WORK

Whether on campus, off campus or online, instructional activities in the College of Business and Management non-traditional undergraduate programs are typically scheduled in six-week courses, presented one weekday evening per week. The capstone courses are either 6 or 12 weeks. The core curriculum is structured sequentially, with students taking one course at a time. Courses involve four-hour class sessions once a week with on-ground sessions being 3 hours face to face and one hour of online per week. Participants also form study teams made up of three to five students who meet inside and outside of class to work on assigned individual and group projects. Courses are based on a facilitative model of education in which the students assume responsibility for self-directed, life-long learning. Prior to class starting dates, orientation meetings are held, at which the overall program is explained and necessary forms are completed.

Designed for working adults, the College of Business and Management programs combine theory with practice. Students draw upon their professional experience in classroom discussions and in small-group projects in order to integrate theoretical knowledge with the demands of the workplace.

A key objective of each program is to integrate values and ethics into the process of developing competency — an essential ingredient in managing today's world of rapid global economic and technological change.

## PROGRAM DESCRIPTIONS

### CERTIFICATE PROGRAMS

The College of Business and Management offers certificate programs designed for adult learners who wish to relate their practical career experience to business and management theory. Certificate programs are clusters of five to six three-credit courses that provide a concentration of course work to develop and/or enhance student skills in a particular area. Students may choose to complete the entire certificate program for 15 to 18 credits, take one or more courses to focus on a specific sub-area, or use individual courses as electives in combination with work towards a bachelor's degree.

#### **Certificate in Sales and Sales Management (CSM)**

Now more than ever, the sales industry has become a vigorous part of the world economy. Virtually no product or service can be distributed without a successful sales team helping to position a product to aid in the attainment of organizational goals. The certificate in sales and sales management emphasizes the skills and knowledge needed for students to become successful

in sales and then progress into sales management careers. Students learn about the sales cycle, the importance of interpersonal relationships, effective negotiation, and how to manage, motivate, and lead a successful sales team.

### **Certificate in Human Resource Management (CHRM)**

The Certificate in Human Resource Management (CHRM) is an 18-credit program that addresses issues that the HR employee faces daily, from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization's human resource department: seasoned HR staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; or specialists wanting to broaden their knowledge base. The program focuses on practical applications and techniques associated with the principles of human resource management. Students in this program will learn practical solutions to critical issues that impact the workplace every day.

### **Certificate in Project Management (CPM)**

The Certificate in Project Management responds to the needs of a workforce which faces many changes. As companies and organizations have become flatter, the use of cross-functional teams and project managers has replaced the traditional hierarchical structures.

Students in the Certificate in Project Management program learn how to apply various tools and techniques to plan, schedule and manage projects, as well as how to analyze the successes and failures of those projects. Additionally, they learn how to function as a project team member. Those who receive the Certificate in Project Management will have the knowledge and skills necessary for managing projects that contribute to organizational competitiveness.

Because the skills in this program build upon each other in sequence, students must take the courses in the order presented. Microsoft Project software is used throughout the program. Upon completion of this certificate program, students are prepared to sit for the certification PMI exam.

## **BACHELOR OF SCIENCE PROGRAMS**

### **Bachelor of Science in Business Administration (BSBA)**

The Bachelor of Science in Business Administration (BSBA) degree program is an upper division undergraduate degree program that offers students an opportunity to blend their personal and professional experiences with quantitative and qualitative coursework. The program is designed to support students in their quest to work effectively in an increasingly more complex business environment and includes the skill sets related to the administration of a business enterprise. Those skills sets include critical thinking, ethical decision making and problem solving, and the analysis and evaluation of economic, financial, and statistical data. The BSBA degree program culminates in a capstone course, which enables students to integrate the learned skill sets with business theory. In the capstone course, students develop an overall strategic organizational plan, which involves the design, formulation, and management of business policies and strategies for change.

The BSBA degree program is accredited by the Accreditation Council for Collegiate Business Schools and Programs (ACBSP), which recognizes business schools that provide excellence in education for business professionals. The program is built on the core professional components that are recognized by the ACBSP as necessary for a broad understanding of the business environment. Those components include economics, finance, accounting, statistics, marketing, and the legal environment of business.

Students in the BSBA degree program progress by taking one course at a time in a designated sequence. They work in project teams that increase their learning opportunities, serve as a support system, and allow them to evaluate diverse solutions to typical business challenges. During the first course in the program, all students complete a joint community service project that allows them to learn to function in a team, deepens their appreciation of their civic duties and responsibilities, and demonstrates the Franciscan values that are inherent to the mission of Cardinal Stritch University.

A graduate of the BSBA degree program gains the skills needed to recommend alternative solutions to business challenges and opportunities, as well as the ability to communicate those solutions effectively.

### **Bachelor of Science in Management (BSM)**

The Bachelor of Science in Management (BSM) degree program is an upper division academic program designed for those who are seeking the skills and competencies necessary for managing within an organization. The program focuses on foundational concepts that are related to management techniques, especially those related to the successful management of people. Those concepts include the ability to communicate effectively, to think critically, to motivate and coach individuals and groups, and to promote ethical problem solving and decision making. The BSM degree program culminates in a capstone course, which enables students to integrate the learned skill sets with management theory. In the capstone course, students examine and analyze leadership performances and strategies that help shape the overall culture and effectiveness of an organization.



The BSM degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), whose main focus is on teaching excellence. The program is built on the core professional components that are recognized by the ACBSP as necessary for a broad understanding of the business environment. Those components include management, marketing, finance, accounting, and business ethics.

Students in the BSM degree program progress by taking one course at a time in a designated sequence. They work in project teams that increase their learning opportunities, serve as a support system, and allow them to evaluate diverse solutions to typical management challenges. During the first course in the program, all students complete a joint community service project that allows them to learn to function in a team, deepens their appreciation of their civic duties and responsibilities, and demonstrates the Franciscan values that are inherent to the mission of Cardinal Stritch University.

Because the BSM degree program emphasizes both theory and practical applications in the areas of communication, human behavior, leadership, and conflict resolution, a BSM graduate is well-suited to positions involving the management and supervision of people, a critical element in the achievement of organizational goals.

### **Bachelor of Science in Strategic Management of Information Systems (BS-SMIS)**

The Bachelor of Science in Strategic Management of Information Systems (BS-SMIS) emphasizes the strategies involved in managing technology and the information that it generates. The program includes courses which provide a basic management foundation, including such areas as critical thinking, leadership, and accounting and financial techniques. It also emphasizes specific areas related to the technology field such as database management, systems analysis and design, and enterprise resource planning. The program culminates in a capstone course, which enables students to integrate the skill sets learned throughout the degree program. In the capstone course, students examine and analyze the strategic role that technology plays in helping an organization maintain its competitiveness and meet the challenges of the 21st century.

Students in the BS-SMIS degree program progress by taking one course at a time in a designated sequence. They work in project teams that increase their learning opportunities, serve as a support system, and allow them to evaluate diverse solutions to typical management challenges. During the first course in the program, all students complete a joint community service project that allows them to learn to function in a team, deepens their appreciation of their civic duties and responsibilities, and demonstrates the Franciscan values that are inherent to the mission of Cardinal Stritch University.

A graduate of the Bachelor of Science in Strategic Management of Information Systems degree program is well-positioned to manage the information technology processes and solutions that have become an integral part of an organization's overall business strategies, as well as to facilitate communication and strategic planning between the technology side of an enterprise and those who consume its products.

### **Bachelor of Science in Human Services Management (BS-HSM)**

The Bachelor of Science in Human Services Management is designed for those students who want to acquire the management skills necessary for use in the human services industry, whether not-for-profit or for-profit. Students learn wide-ranging, but detailed concepts that include ethical and legal issues, communications, finance and budgeting, fundraising, and community resource development. The overarching theme in each course, however, is application of these concepts into the overall management of a human services organization.

The curriculum is structured sequentially, with students taking one course at a time in a designed order. Upon completion of the entire course sequence, students complete a capstone course focused on human services strategies. During the capstone course, students complete a major paper and an oral presentation which demonstrates the integration of material from previous coursework in the degree program. The paper and presentation are based on a typical challenge or opportunity found in a human services organization.

Students who graduate from the Bachelor of Science in Human Services Management degree program are well-prepared to function as supervisors or managers in this growing field, and are positioned to make contributions to their organization's overall success.

## **ADMISSION REQUIREMENTS**

### **General Admission Requirements**

1. All students must have proficiency in the English language as determined by the office of admissions. Proficiency is usually demonstrated by two years of successful academic work in the United States at the high school or college/university level or by passing the Test of English as a Foreign Language (TOEFL) with a score of 550 or better.
2. All students must meet the work experience requirements specific to their program. The academic assessor has the responsibility for verifying the work experience requirement for students seeking admission to all College of Business and Management degree and certificate programs.

3. Students who do not meet the specific admission requirements can have their applications reviewed on a case-by-case basis.

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

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

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

When the file is complete and the deficiencies have been made up, the student is granted admission as a degree seeking student.

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

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

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

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

### **Evaluating Students Who Delay Starting Their Program**

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

### **Orientation**

Orientation is 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.

### **Prerequisites**

Students may meet a prerequisite course requirement by completing one of the following options:

- Successfully completing (with a grade of "C" or better) a course from a regionally accredited institution. The course must be judged by the college as equivalent to the prerequisite course offered by the college.
- Taking the College of Business and Management undergraduate-level prerequisite course and passing it with a grade of "C-" or better for undergraduate programs.

The prerequisite courses are scheduled within the program course sequence. Students must achieve the required grade before beginning the course for which it is a prerequisite.

- a. Students earn 3 undergraduate credits for each prerequisite taken.
- b. Tuition is based on the current undergraduate rate per credit.
- c. Tuition payment and the educational resources fee are due prior to the start of the course.

Note: students who have not met the prerequisite requirements prior to entering their program, as determined by the Registrar's office, will be automatically registered for the prerequisite course within their college program. Students who have made other arrangements for completing these requirements must contact their academic advisor.

### **Residency Requirements College of Business and Management Cohort Programs**

The College of Business and Management has different residency requirements for different programs. Residency refers to a minimum number of credits that must be taken at Stritch in order to receive a Stritch degree. All residency credits must be earned at Cardinal Stritch University, preferably in College of Business and Management courses (transfer, portfolio, and Challenge Exam credits do not apply).

- Residency for the ASB program is 18 credits in College of Business and Management courses.
- Residency for the Bachelor's degree programs is 30 credits in the College of Business and Management current courses.
- Residency for the CSM is 9 credits from among those in the respective programs.
- Residency for the CHRM and CPM programs is 12 credits from among those in the respective programs.

### **Using CHRM courses for the BSM Program**

Students who have completed four courses in the Certificate in Human Resource Management program will not be required to take ASB 210 Human Resource Management or MGT 445 Human Resource Management I as part of the BSM course sequence.

## **SPECIFIC ADMISSION REQUIREMENTS**

### **Certificate Programs**

In addition to meeting the College of Business and Management general admission requirements, the student must have:

1. A high school diploma or equivalent with a GPA of 2.0 on a grading scale of 4.0, or GED score of 2250
2. 2.0 grade point average on a 4.0 scale in previous college work. (Grades below "C-" do not transfer, but are used to calculate cumulative GPA.)
3. Two years of management and/or related experience post-high school, which may include volunteer or military experience.
4. Successful completion of the required admissions assessment, if applicable. This assessment is required for students with GPAs below 2.0.
5. Satisfactory completion of all prerequisites required for the program, or approved equivalents, before taking the course for which it is the prerequisite.

### **Bachelor of Science Programs**

In addition to meeting the College of Business and Management general admission requirements, the student must have:

1. A 2.0 grade point average on all previous academic work or GED of 2250.
2. Two years of full-time work experience post-high school, including exposure to the functions of management: planning, organizing, staffing, directing, controlling. This may include volunteer or military experience.
3. Successful completion of the required admissions assessment, if applicable. This assessment is required for students with GPAs below 2.0.

Note: Meeting the specific admission requirements is not a guarantee of admission to the college. The college reserves the right to consider other factors in determining the best fit for CBM programs.

## **PROGRAM REQUIREMENTS**

### **Bachelor of Science Degree**

A total of 120 semester credits are required for graduation, with a minimum of 30 major course credits taken at Stritch for the bachelor's degree programs. A maximum of 90 credits may be transferred from another accredited degree-granting institution. Transfer courses do not automatically fulfill core or major requirements. For more information, see the "Transfer Credit Policy" on page 40.

The remaining credits may be earned through:

- (a) Credit for Prior Learning—36 credit maximum (10 credits average award)
- (b) Extra-institutional learning (CLEP, DANTEs, military, and ACE registry)—60 credits maximum
- (c) Stritch certificate or elective courses
- (d) Elective courses - contact your Academic Counselor

Note: the number of credits that may be earned from extra-institutional learning such as CPL, portfolio, and CLEP combined may not exceed 60.

The total of 120 semester credits must also include 33-36 credits in liberal arts as follows:

- One course in written communication above the 101 level
- One course in oral communication
- One course in mathematics
- One 400 level course in ethics (must be taken in the College of Business and Management)
- One seminar course incorporating the Franciscan Heritage (must be taken in the College of Business and Management)
- One course in the social sciences, including economics, political science, psychology, or sociology
- One course in history or literature
- One course in aesthetic experience (theory-based music, art, or theater course)
- One course in spiritual understanding
- One course in science
- One course in cultural awareness (this course may also fulfill one of the above categories)

The remaining course (or 3 credits) can be in social science, history or literature, aesthetic experience, spiritual understanding, or science.

In addition, students must have the following:

- (a) A minimum of 2.0 overall GPA
- (b) A minimum grade of "C-" in major courses
- (c) A minimum grade of "C-" in prerequisite courses\*
- (d) A minimum grade of "D" for liberal arts courses
- (e) A minimum grade of "D-" for elective courses
- (f) Faculty recommendation for graduation

See graduation requirements section of the catalog for more requirements.

\* For undergraduate courses that the student intends to apply later to meeting prerequisite requirements for a graduate degree program, a minimum grade of "C" is required.

In cases where a course is both a major and a liberal arts course, the higher grade requirement of "C-" for major courses prevails. For example, MGT 301 and MGT 460 are both liberal arts and major courses in the bachelor's program, so students must achieve a minimum grade of "C-" in order to graduate.

Note: Students who wish to graduate with two undergraduate majors ("double majors") may do so by completing the liberal arts core requirements, applying all major courses that are common to the programs, and completing all additional courses required to meet the remaining major course work required in each program. The result must yield a total of at least 120 credits required for graduation with a BS degree.

# PROGRAM CURRICULUM AND COURSE DESCRIPTIONS

## Certificate Programs

### **CERTIFICATE IN SALES AND SALES MANAGEMENT (CSM)**

#### **Curriculum Sequence**

MKG 305 Fundamentals Of Selling  
MKG 310 Managing Sales Relationships For Productivity  
MKG 315 Psychology Of Sales  
MKG 320 Negotiating Skills In Business  
MKG 335 Sales Management

#### **COURSE DESCRIPTIONS**

##### **MKG 305 Fundamentals of Selling**

**(3 Cr.)**

This course provides a comprehensive approach to the fundamentals of selling, focusing on effective strategies throughout the sales cycle, including identifying customer needs, developing relationships, product presentations and qualifying sales, and closing and servicing a sale. Students will apply these concepts through preparation of sales proposals and presentations.

##### **MKG 310 Managing Sales Relationships**

**(3 Cr.)**

This course is an introduction to aspects of professional sales relationships that affect sales productivity. Participants will be introduced to various patterns for analyzing the dynamics of the professional selling process and customer service which determine the dynamics of sales relationships.

##### **MKG 315 Psychology of Sales**

**(3 Cr.)**

This course provides a practical approach to the key component of the sales effort -- "the close." Emphasis is given to consumer objectives, demonstration strategies, and closing techniques.

##### **MKG 320 Negotiating Skills in Business**

**(3 Cr.)**

This course focuses on the process and practice of effective negotiations in the sales and marketing environment. The impact of negotiating on management and other business practices also is addressed.

##### **MKG 335 Sales Management**

**(3 Cr.)**

This course is designed to prepare prospective sales managers for the challenges they face in corporate sales settings. It deals with the critical impact management has on sales, as well as the effective team-building strategies and leadership skills needed for success in these key positions. Prerequisite: MKG 305 or equivalent.

### **CERTIFICATE PROGRAM IN HUMAN RESOURCE MANAGEMENT (CHRM)**

#### **Curriculum Sequence**

HRM 454 The Role Of Human Resources  
HRM 455 Staffing: Selection And Placement  
HRM 456 Employee And Labor Relations  
HRM 457 Wage And Salary/Benefits Administration  
HRM 458 Safety And Health  
HRM 459 Human Resource Development

Students who have completed four courses in the Certificate in Human Resource Management program may not take ASB 210 Human Resource Management I or MGT 445 Human Resources Management II as part of the BSM course sequence. Such students must still fulfill the residency requirements for the bachelor's degree.

## **COURSE DESCRIPTIONS**

### **HRM 454 Functions of Human Resources (3 Cr.)**

This course is a study of the role of the Human Resources (HR) function. It focuses on effective ways to increase HR's influence, meet an organization's HR needs, and improve organizational results.

### **HRM 455 Staffing: Selection and Placement (3 Cr.)**

This course addresses the practice and function of traditional HR areas of recruitment, interviewing, orientation and internal staffing, and the role of human resource management in strategic planning. Also covered are issues related to compliance with state and federal employment laws and regulations.

### **HRM 456 Employee and Labor Relations (3 Cr.)**

This course provides human resources professionals with information on the laws and regulations that affect labor and employee relations, discipline, discharge and grievance/dispute resolution. Students will learn the procedures for responding to charges of discrimination or wrongful discharge.

### **HRM 457 Wage and Salary/Benefits Administration (3 Cr.)**

Students will be prepared to establish pay programs which comply with legal requirements and which are consistent with organizational objectives. Topics include sales and executive pay programs and employee incentive programs. Students will create job evaluation systems and develop salary surveys.

### **HRM 458 Safety and Health (3 Cr.)**

This course is an introduction to the fundamentals of safety management from a general managerial perspective, focusing on legal and ethical responsibilities for safety and associated liabilities. Topics include federal regulation (OSHA), Workers' Compensation, and the impact of management systems on safety performance.

### **HRM 459 Human Resource Development (3 Cr.)**

This course focuses on the philosophy and perspective required to build and sustain an organizational learning and employee development environment. Students will explore the connection between personal and organizational development by creating a human resources plan to foster a learning atmosphere. The role of the HR professional as a change agent in preparing the organization and employees for the competitive challenges of the contemporary workplace also will be addressed. Prerequisite: HRM 454 or equivalent.

## **CERTIFICATE IN PROJECT MANAGEMENT (CPM)**

### **Curriculum Sequence**

Courses must be taken in the order listed.

CPM 470 Introduction To Project Management

CPM 478 Project Team Management

CPM 472 Project Management Techniques

CPM 476 Project Budgeting And Financial Control

CPM 474 Project Implementation

CPM 479 Capstone Course: Project Management

## **COURSE DESCRIPTIONS**

### **CPM 470 Introduction to Project Management (3 Cr.)**

This course introduces students to the fundamental tools and concepts of project management, offering them the techniques of strategic project planning and of linking projects to overall organizational strategies. The course also emphasizes early scheduling and estimating, writing project specifications, communicating effectively during projects, and prioritizing activities,



giving students an understanding of the elements that are essential to project success even before the first project team meeting.

### **CPM 472 Quality and Procurement Management**

**(3 Cr.)**

This course is an introduction to concepts, principles, and techniques of project quality and procurement management from a theoretical and practical perspective. Quality management focuses on how to plan quality into a project, management of product and process quality for creating project deliverables, and key metrics needed to manage quality. Procurement management is focused on procurement practices used to purchase or acquire products or services, relationships with suppliers, negotiations in contract management and change control processes to develop and administer contracts or purchase orders.

### **CPM 474 Project Risk Management**

**(3 Cr.)**

In this course, students address project risk management processes of identification, analysis, response development, and control. Students understand the use of fundamental risk tools and concepts for risk planning. The use of both qualitative and quantitative analysis techniques are utilized to assess probability of occurrence and impact of identified risks, and to develop and maintain a risk register. From the course, students understand the value of a systematic and structured approach for planning, monitoring, and controlling project risks.

### **CPM 476 Project Scheduling and Cost Control**

**(3 Cr.)**

In this course, students will learn techniques for developing project cost estimates, as well as capital, project, and cash flow budgets. Students will establish systems and procedures to monitor actual costs and assess project risks and strategies to mitigate those risks. They also will deal with project partnering and vendor relationships, including performance incentives.

### **CPM 478 Leadership, Management and Communication for Project Management**

**(3 Cr.)**

This course provides the student with strategies and techniques to create, staff, lead, and negotiate solutions to conflicts which may arise in project teams. The course addresses how a project leader creates plans, selects team members, organizes tasks, exerts leadership, and resolves conflict. It provides team leaders with techniques to run effective meetings, guide a team through continuous improvement processes, and diagnose the stages of team development and common group problems.

### **CPM 479 Project Management Capstone**

**(3 Cr.)**

In this final course of the Certificate in Project Management, students integrate and apply the theories, techniques, and tools they have learned in the previous courses. Students demonstrate how the ten knowledge areas are applied to actual situations by reviewing examples of unsuccessful projects in a case study. Emphasis is placed on applying basic concepts of project management to a variety of applications and integrative management of scope, time, cost, quality, risk, communication, procurement, human resources, and stakeholder management, to case study review and the PMP exam prep.

### **CTM 209 Managing the Team**

**(3 Cr.)**

A blend of concepts and theories grounded in management principles, this course focuses on developing and empowering people to become better and more efficient members of an organization. This course enables front-line managers to acquire the skills necessary to establish and nurture teams in an ever-changing business environment.

## **Bachelor's Degree Programs**

### **BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BSBA)**

#### **Curriculum Sequence for the Major**

MGT 306 Principles of Self-Management

MGT 301 Critical Thinking and Writing

MGT 405 Management and Leadership

MGT 460 Business Ethics

ADM 321 Statistics I

ADM 341 Microeconomics



ADM 346 Macroeconomics  
ADM 411 Business Law II  
MGT 426 Marketing  
ASB 205 Accounting I: Financial Accounting  
ADM 335 Accounting II: Managerial Accounting  
ADM 406 Managerial Finance  
MGT 430 Introduction to Management Information Systems  
ADM 496 Capstone: Business Policy and Strategy

## **BACHELOR OF SCIENCE IN MANAGEMENT (BSM)**

### **Curriculum Sequence for the Major**

MGT 306 Principles of Self-Management  
MGT 301 Critical Thinking and Writing  
MGT 405 Management and Leadership  
MGT 461 Communication for Management and Business  
MGT 460 Business Ethics  
MGT 435 Organizational Behavior  
ASB 205 Accounting I: Financial Accounting  
ADM 321 Statistics I  
MGT 445 Human Resource Management II  
MGT 459 Negotiations And Conflict Resolution  
MGT 430 Introduction to Management Information Systems  
ADM 341 Microeconomics  
ADM 346 Macroeconomics  
MGT 450 Financial Planning and Control Systems  
MGT 426 Marketing  
MGT 499 Capstone: Strategic Organizational Leadership

## **BACHELOR OF SCIENCE IN STRATEGIC MANAGEMENT OF INFORMATION SYSTEMS (BS-SMIS)**

### **Curriculum Sequence for the Major**

MGT 306 Principles of Self-Management  
MGT 301 Critical Thinking and Writing  
MGT 405 Management and Leadership  
MGT 430 Introduction to Management Information Systems  
ADM 321 Statistics I  
SMS 403 Introduction to Project Management of Information Systems  
MGT 460 Business Ethics  
SMS 423 Business Data Communications  
ADM 341 Microeconomics  
ADM 346 Macroeconomics  
ASB 205 Accounting I: Financial Accounting  
MGT 450 Financial Planning and Control Systems  
SMS 441 Database Management  
SMS 427 Marketing for the Information Age  
SMS 439 Systems Analysis and Design  
SMS 449 Enterprise Resource Planning  
SMS 494 Capstone: Strategic Management of Information Systems

## **BACHELOR OF SCIENCE IN HUMAN SERVICES MANAGEMENT (HSM)**

### **Curriculum Sequence for the Major**

MGT 306 Principles of Self-Management  
MGT 301 Critical Thinking and Writing  
HSM 370 Principles and Trends in Human Services  
HSM 408 Management and Supervision for Human Services Professionals  
HSM 437 Community Resources and Development  
MGT 323 Statistics and Data Interpretation

MGT 445 Human Resource Management II  
HSM 468 Legal Issues in the Human Services Field  
MGT 460 Business Ethics  
HSM 454 Communications and Grant Writing  
ADM 341 Microeconomics  
ADM 346 Macroeconomics  
ASB 205 Accounting I: Financial Accounting  
HSM 451 Finance and Budgeting for Human Services Organizations  
HSM 429 Marketing and Fundraising for Human Services Organizations  
HSM 491 Capstone: Human Services Strategy

## **COURSE DESCRIPTIONS**

### **ADM 321 Statistics I**

**(3 Cr.)**

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

### **ADM 335 Accounting II: Managerial Accounting**

**(3 Cr.)**

Managerial accounting involves the use of economic and financial information to plan and control many of the activities of the business entity and to support the management decision-making process. In this course, the acquisition, analysis and reporting of accounting information are examined from the perspective of effective management decision making, with special emphasis on the planning and control responsibilities of practicing managers. Prerequisite: ASB 151, ASB 205 or equivalent.

### **ADM 341 Microeconomics**

**(3 Cr.)**

This course provides students with a basic introduction to and foundation for the methods of economic thinking and, specifically, microeconomics as applied to individuals and individual organizations within the economy. It leads students to consider how and why individuals and societies choose to use the resources available to them and the results of those choices. Prerequisite: ASB 151 or equivalent.

### **ADM 346 Macroeconomics**

**(3 Cr.)**

This course provides a basic foundation in the principles of macroeconomics as applied to the overall economy and its behavior. It leads students to consider how and why the economy is affected by periods of expansion and recession, by inflation and unemployment, and by foreign trade and exchange, as well as other economic variables. It also reviews, in detail, the supply and demand relationship among goods, services and labor as they apply to a global economy. Prerequisite: ASB 151 or equivalent.

### **ADM 406 Managerial Finance**

**(3 Cr.)**

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

### **ADM 411 Business Law II**

**(3 Cr.)**

This course provides a basic overview of legal principles and provides an intermediate-level study of the nature, formation and application of those principles in the business environment.

### **ADM 427 Entrepreneurship**

**(3 Cr.)**

This course provides the student with an overview of entrepreneurship in today's business environment. A combination of theory and practical application, it offers the student an opportunity to learn about the nature of small business and the steps involved in exploring entrepreneurial alternatives. It also introduces the student to the steps necessary for preparing a

business plan, launching a new venture, developing marketing strategies, managing a small-business operation, handling financial and administrative controls, dealing with personnel issues, and addressing governmental regulations pertaining to small business.

**ADM 496 Capstone: Business Policy and Strategy  
(5 Cr.)**

Organizational strategic planning has long been identified as a crucial factor in organizational performance. This course presents the theory, research and practice of strategic planning in organizations. That includes consideration of the impact of strategic planning on organizational performance, choosing strategies and strategy implementation, and evaluation. Through a detailed case study, students will apply this knowledge using a framework that integrates prior learning from previous business administration courses. The main product of this course is an individually written, comprehensive, integrative case study of strategic planning. Prerequisite: Completion of all other BSBA major coursework.

**ASB 100 Foundations for 21st Century Learner  
(3 Cr.)**

What are the key ingredients to being successful in college? Possessing a curious mind, a positive disposition, and a commitment to persevere will get you off to a healthy start, but they comprise just part of the recipe needed to earn a degree in the Cardinal Stritch University College of Business and Management. In this introductory course, students will not only learn the basics about how to succeed in this new environment, but they also will discover how to leverage their existing skills and assets to build a solid foundation for a rewarding academic career. ASB 100 will be a time to grow relationships, develop teamwork skills, and explore effective study skills. This course is highly interactive and practical, providing students with a strong framework to become adaptive business leaders who will work to balance people, planet and profit in service to a greater good.

**ASB 101 Writing and Reading with a Purpose  
(3 Cr.)**

Writing and Reading with a Purpose is designed to help students read, understand, and respond to complex texts. Students will practice drafting and revision techniques to improve expository and persuasive writing in order to communicate clearly and thoughtfully with intended readers. The course provides instruction in organization, grammar, mechanics, and sentence structure and introduces students to basic elements of APA citation style.

**ASB 104 Oral Communication  
(3 Cr.)**

This course is designed to provide the student with a solid understanding of, and practice in, the speech-making process. The student will receive a thorough foundation in the elements of a successful business presentation.

**ASB 105 American Free Enterprise: Impact on Business and Society  
(3 Cr.)**

This course provides the student with an overview of trends in the economic environment, including business formation options, fundamentals of marketing, management principles, human resources and finance. It also relates these trends to the American free enterprise system.

**ASB 106 Environmental Studies  
(3 Cr.)**

This course examines alternatives for reconciling concerns for environmental protection, preservation of ecological integrity, and quality of life on earth. Studies focus on the extent to which human action is changing the delicate balance of natural systems. The course explores ways for making personal contributions toward achieving a sustainable environment now and in the future.

**ASB 107 Psychology of Human Relations  
(3 Cr.)**

This is an integrated behavioral science course emphasizing interactions among people, including an introduction to the concepts and skills of effective human relations on the job. Specific perspectives include perception, personality structure, motivation and performance, personal and organizational communication systems, and individual values and organizational culture.

**ASB 110 Self-Leadership  
(3 Cr.)**

This course looks at personal and professional assessment as a continuous improvement process. It challenges students to look at their abilities in several areas and to plan for growth and development in areas they identify as needing improvement.

The ability to learn is one of the major foci of this course, by the end of which students will understand that learning is a lifelong process and that the ability to learn is directly related not only to their success in education, but also to their success in the workplace. Students will participate in a group community service project as part of this course.

**ASB 115 Introduction to Microeconomics  
(3 Cr.)**

This course provides students with an introductory overview of microeconomics. It provides the framework of economics, with emphasis on concepts that directly relate to contemporary experience and emphasizes the use of problem-solving to actively understand concepts. Prerequisite: ASB 151 or equivalent.

**ASB 116 Introduction to Macroeconomics  
(3 Cr.)**

This course provides students with an introductory overview of macroeconomics. It provides the framework of economics, with emphasis on concepts that directly relate to contemporary experience and on the use of problem-solving to actively understand concepts. Prerequisite: ASB 115.

**ASB 118 Introduction to American Government and Politics  
(3 Cr.)**

The purpose of this course is to study American government by exposing students to empirical knowledge about the structure and behavior of major political institutions, the environments in which decision-makers operate, and public attitudes and behavior. The course also explores the evolution of political concepts and myths and evaluates their significance in public life.

**ASB 120 Business Law I  
(3 Cr.)**

This course provides a fundamental understanding of the legal framework in which businesses must operate. It presents a series of legal principles and illustrates them through application to business situations.

**ASB 140 Contemporary Mathematics for Business  
(3 Cr.)**

This course covers standard business mathematics with real-world applications to equip students with the skills they will need in their careers. The course also covers such topics as the mathematics of business, interest calculations, depreciations, inventory and overhead, modeling word situations with equations, and an introduction to basic business statistics. In addition, it incorporates the use of appropriate computational technology.

**ASB 151 Applied Math for Business I  
(3 Cr.)**

This course covers broad concepts in math applied to business. It equips students with computational skills useful in economic and financial topics, preparing students for further study in those fields. Students will apply linear and exponential functions and graphs to realistic business situations and be introduced to set theory and logical principles.

**ASB 152 Applied Math for Business II  
(3 Cr.)**

This course covers broad concepts in math applied to business. It equips students with computational skills useful in economic and financial topics, preparing students for further study in those fields. Students will apply counting principles, probability and basic statistics to realistic business situations. Prerequisite: ASB 151.

**ASB 160 Introduction to Business Ethics  
(3 Cr.)**

This course introduces students to the application of ethical decision making to the business environment. Students will explore the balance between preserving ethical standards and maintaining responsibilities with customers, business stakeholders and society.

**ASB 201 Written and Oral Communications I  
(3 Cr.)**

The basic forms of academic writing, business communications, and oral persuasion are introduced in this course. Written forms covered include emails, memos, formal letters, and proposals. Prerequisite: ASB 101.

**ASB 202 Sociology of Work  
(3 Cr.)**

This course presents the perspective and terminology of the discipline of sociology and its insights into the world of work. It examines the motivations for working, the principal ways of classifying occupations, the factors affecting the placement of individuals in specific occupations, the organizational context of work, and the future of work.

**ASB 203 Written and Oral Communications II  
(3 Cr.)**

This course underscores the writing and oral communication skills taught in ASB 101 and 201 and introduces research writing skills including summary, synthesis, APA citation, and graphic display of research results. Students will utilize the library, find and analyze sources, and write and present a longer paper than the pre-requisite courses. Prerequisite: ASB 101 and ASB 201.

**ASB 205 Accounting I: Financial Accounting  
(3 Cr.)**

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

**ASB 208 Introduction to Business, Management, Leadership and Sustainable Practice  
(3 Cr.)**

This course provides the student with an overview of the fundamentals of management and leadership and their impact on the modern corporation. The course combines theory and practical application and offers the student an opportunity to learn about the nature of management, leadership, and cultural diversity.

**ASB 210 Human Resource Management I  
(3 Cr.)**

The course develops an awareness of human resources and their management, and its impact on productivity. It examines the roles of mid-level managers, line supervisors and human resources managers, and addresses the changing conditions in the external and internal environment that impact the management of human resources. The course provides a balanced approach, combining principles of behavioral sciences with traditional personnel and labor relations practices.

**ASB 219 American History and the Effect on Business  
(3 Cr.)**

This course provides a survey of American history since 1900, exploring themes of liberalism versus conservatism, isolationism versus expansionism, peace versus conflict, and the growing power of federal government versus the rights of citizens. Students develop a broad foundation with which to understand the major political, social, and economic trends that have shaped American society.

**ASB 220 Western Civilization I  
(3 Cr.)**

This course introduces students to the major social, political, and economic events and themes of Western Civilization. Beginning with the civilizations of Mesopotamia, Egypt, Israel, and Babylon; continuing on through the civilizations of ancient Greece and Rome; then examining Islam, and Byzantium; and ending with medieval Europe, students will evaluate documents as historical sources; compare and contrast the development of various civilizations; analyze art and literature; and discuss politics, culture, and philosophy.

**ASB 225 Western Civilization II  
(3 Cr.)**

This course introduces students to the major social, political, and economic events and themes of Western Civilization. Beginning with the Italian Renaissance and ending with the spread of capitalism, students will evaluate documents as historical sources; compare and contrast the development of civilizations; and analyze art, literature, politics, culture, and philosophy. Students also will examine the rise of the Protestant Reformation and the Counter-Reformation, the development of European empires, and the rise of scientific discourse.

**ASB 230 Western Civilization III  
(3 Cr.)**

This course introduces students to the major social, political, and economic events and themes of Western Civilization. Beginning with the French Revolution and ending with the close of the 20th century, students will evaluate documents as historical sources; compare and contrast the development of civilizations; and analyze art, literature, politics, culture, and philosophy. Students also will examine the rise of Napoleon, the development of the Industrial Revolution, significant political movements (e.g., communism, fascism, and Nazism), the first and second World Wars, and the Atomic Age.

**ASB 240 Humanities I****(3 Cr.)**

An interdisciplinary overview of the humanities, this course examines the importance of cultural roots to our lives and our society. It examines a broad spectrum of cultures and cultural roots, from the earliest civilizations of Egypt, Mesopotamia, Asia and Africa, to the early Greco-Roman, Judeo-Christian and Islamic-Byzantine cultures. Approaching cultural history on three levels -- historical, aesthetic and philosophical -- this course focuses on selected historical periods, major works of literature and art, and fundamental philosophies. It also enables students to discover the influences of these diverse cultural roots on contemporary society and culture.

**ASB 245 Humanities for 21st Century Leaders****(3 Cr.)**

An interdisciplinary introduction to the humanities, this course examines the importance of cultural roots to our lives and our society. The course approaches cultural history on three levels -- historical, aesthetic and philosophical. It also encompasses a broad spectrum of cultures, beginning in the Renaissance and continuing through the late 20th century. The course examines the importance of the arts and the impact of literature, music, dance and theater on society. The study of these diverse cultural roots will offer students a better understanding of who we are today in the great mosaic of contemporary culture.

**ASB 248 Non-Western Religions****(3 Cr.)**

An introduction to some of the living religions of the non-Western world, this course opens with an exploration of the nature of religion, its definition and its sacred indigenous ways. It presents a survey of the historical and contemporary religions of India, China, and Japan, and Islam, focusing on the historical and cultural origins of these religions and their founders. The course also inquires into the beliefs, practices, views of reality, morality, and paths of ultimate fulfillment as expressed and lived by the followers of these religious faiths.

**ASB 260 Managing Cultural Diversity****(3 Cr.)**

This course provides the student with an overview of cultural diversity and its impact on the corporate environment. It offers the student an opportunity to learn about the nature of cultural diversity, the challenges in the workplace that affect the participation of employees, and the leadership skills needed for this environment.

**ASB 282 Introduction to Literature: Fiction****(3 Cr.)**

This course introduces students to key terms and concepts in literary studies. Students will use these concepts to read and discuss major works of fiction. By writing both formal and informal responses to the readings, students will learn to apply basic methods of literary interpretation and analysis.

**ASB 284 Introduction to Literature: Poetry****(3 Cr.)**

This course introduces students to poetry as a form of literature and art. Students will look at the craft of poetry including style, language and technique; major themes; major poets; and historical developments of poetry. Through formal and informal responses to poems, students will recognize standard poetic forms and styles and learn to think critically about what makes an author's works meaningful.

**ASB 285 Intercultural Communications in a Global Society****(3 Cr.)**

This course will provide an introduction to the foundations, processes and applications of intercultural communication in a global society. Students will be introduced to an integrated framework for understanding communication in intercultural and international forums, with emphasis on relating research findings to personal experiences in real-life contexts. The course will examine: conflict management in organizations, the impact of the internet and of online global communication, gender and cultural differences in communication, increasing influence of globalization, health care, and creating a culture of peace.

**ASB 286 21st Century IT Literacy****(3 Cr.)**

Students will gain hands-on experience with cutting-edge business software and data visualization tools. The course focuses on solving real-world problems with the latest information technology solutions and provides students with the information systems savvy to excel at work.

**ASB 287 Introduction to Marketing****(3 Cr.)**



Students will gain experience studying customer-focused business issues that can determine the success and failure of a firm. Students will learn marketing terminology, introduce the core concepts of effective marketing, and discuss the various factors that influence marketing decision making. Focus will be put on key business decisions concerning product attributes, promotional campaigns, pricing strategies, distribution efforts, market segmentation, and strategy formulation. The course examines the factors affecting consumer behavior and focuses on the development of marketing strategies and the recognition of marketing variables.

### **ASB 288 Capstone Experience - Simulation of Applied Learning**

**(3 Cr.)**

In this culminating course, students will have an opportunity to incorporate concepts from the previous Associate of Science in Business curriculum into an overall strategy for leading and operating an organization through a simulation experience. The course requires the students to critically review business literature, analyze cases, and apply theories and concepts to a real business simulation. Students will complete a project plan and process flow chart on the course simulation. Prerequisite: Advisor approval.

### **CIB 420 Introduction to International Business**

**(2 Cr.)**

This course explores practices important to international business, emphasizing the development of a global mindset and exploring the strategic implications of current international issues and trends. The course promotes sensitivity to the unique problems and prospects of international business.

### **CIB 421 Cultural Environment of International Business**

**(1 Cr.)**

This course examines the broad range of issues and skills that are crucial to cross-cultural interaction encountered by business managers in a global business economy. It prepares students to identify the issues associated with managing and valuing diversity within a domestic context, as well as dealing with issues of international diversity. In addition, the course deals with such issues as the increasing multiethnic composition of the North American labor force, ways in which gender differences impact communication styles and patterns, and the influence of religious beliefs, cultures, and philosophies upon human behaviors and customs at home and abroad.

### **HSM 370 Principles and Trends in Human Services**

**(3 Cr.)**

This course provides an overview of the principles and strategies used for managing and administering for-profit and not-for-profit organizations. Students study the history of the human services field, as well as current and projected trends. Throughout the course, students examine the social, economic, and political issues that affect the human services field.

### **HSM 408 Management and Supervision/Human Service Profession**

**(3 Cr.)**

In this course, students are introduced to basic management theory and functions that supervisors and managers need to succeed. Students examine management functions, the effects of organizational culture, ways to improve organizational communication, theories of group dynamics, and the importance of ethical behavior and social responsibility for managers and supervisors.

### **HSM 429 Marketing and Fundraising for Human Service Organizations**

**(3 Cr.)**

This course provides the student with an overview of the role of marketing and resource development for human services organizations. Students examine the factors affecting public perception and how to recognize marketing variables. The course, a combination of theory and practice, provides students with the opportunity to develop marketing and fundraising plans for an existing or potential human services project.

### **HSM 437 Community Resources and Development**

**(3 Cr.)**

This course is a study of the organization and purpose of human services organizations. Students will examine the roles and relationships of government human services agencies, and for-profit and not-for-profit organizations. In addition, students will learn the fundamentals of creating and maintaining stakeholder relationships, such as those with board members, patrons, and governmental entities.

### **HSM 451 Finance and Budgeting for Human Services Organizations**

**(3 Cr.)**



In this course, students learn basic financial and budgetary techniques that will assist them in functioning more effectively as managers of human services organizations. The course emphasizes analysis and evaluation methods, and covers commonly used financial theories, techniques, and methodologies. Prerequisite: ASB 115 or equivalent.

**HSM 454 Communications and Grant Writing  
(3 Cr.)**

In this course, students learn how to use communication and information processes as a means of promoting not-for-profit organizations. Students learn how to develop and apply appropriate communications techniques for internal and external audiences. Emphasis is placed on the development of grant request proposals to public and private entities.

**HSM 466 Ethical Issues in Human Services  
(3 Cr.)**

This course examines basic ethical principles and how they apply to the delivery of human services. Using a case study approach, students consider issues such as confidentiality, client rights, and professional ethics. Students discover how ethical issues overlap and affect human services organizations.

**HSM 468 Legal Issues in Human Services Field  
(3 Cr.)**

This course examines basic legal principles and how they apply to the delivery of human services. The course provides a basic introduction to legal theories and dispute resolution. A special emphasis is placed on the study of contracts.

**HSM 491 Capstone: Human Service Strategy  
(5 Cr.)**

In this culminating course, students will have an opportunity to incorporate concepts from the previous BS-HSM curriculum into an overall strategy for managing a human services organization. The course requires students to develop a systematic framework for addressing internal and external challenges that face human services organizations. Students will complete an integrative paper, based on a particular problem/opportunity in an organization. Prerequisite: Completion of all other HSM major coursework.

**MGT 010 Basic Writing  
(3 Cr.)**

Basic Writing is a developmental course designed for students who need review of or further practice in the basics of writing before they take ASB 101 Introduction to Written Communication. Strategies for successfully working through the stages of the writing process (prewriting, drafting, revising, and editing) and for adequately supporting a central idea are studied and practiced, as are grammar, usage, and mechanics basics. To develop reading, comprehension and critical thinking skills, students read, analyze, and discuss essays by contemporary writers. After practicing writing basics through a series of paragraphs, students compose a focused, organized, coherent, mechanically correct essay that communicates its purpose to its intended readers. Although assessed for three credits, this developmental course does not carry University credit.

**MGT 020 Basic Mathematics  
(3 Cr.)**

This course is designed to help students review and improve their basic math skills. These skills include manipulations of whole numbers, fractions, decimals, ratios and proportions, percents, statistics, and some beginning algebra. Class strategies include lecture, group work, and individual assignments. Emphasis is on developing problem-solving strategies and proficient use of a calculator. Although assessed for three credits, this developmental course does not carry University credit.

**MGT 060 Basic Computer Skills  
(3 Cr.)**

This tutorial course is designed to help students review and improve their basic computer skills. These skills include basic understanding of computer concepts, as well as an overview of Microsoft Windows XP, Word, and Excel. Although assessed for three credits, this developmental course does not carry University credit.

**MGT 070 Written Communication Skills  
(3 Cr.)**

This course provides tools for students to develop foundational writing skills, such as organization, structure, and preparation of papers. The course presents students with strategies for analyzing reading, as well as for developing paragraphs, essays, and research papers. Although assessed for three credits, this developmental course does not carry University credit.

**MGT 080 Math 1 Review  
(3 Cr.)**

This course provides tools for students to develop foundational mathematical concepts, such as the number system, computation, decimals, and fractions. In this course, students will develop strategies for acquiring skills in these areas and completing the Skills Inventory tests to identify strengths and weaknesses. Although assessed for three credits, this developmental course does not carry University credit.

### **MGT 090 Math 2 Review**

#### **(3 Cr.)**

This course provides tools for students to develop foundational mathematical concepts, such as signed numbers, ratios and percents, data interpretation, algebra, measurement, and geometry. In this course, students will develop strategies for acquiring skills in these areas and completing the Skills Inventory tests to identify strengths and weaknesses. Although assessed for three credits, this developmental course does not carry University credit.

### **MGT 265 Introduction to E-Commerce**

#### **(3 Cr.)**

Electronic commerce, or e-commerce, involves the exchange of goods and services between two or more parties using electronic tools and techniques. It incorporates business-consumer, business-business, and intra-organizational transactions. This course addresses topics such as foundations of e-commerce, retailing, consumerism, Intranet and extranet activities, strategy and implementation, globalization via e-commerce, infrastructure, and creating Web pages. An important theme of the course is the fit between information technology and the business world.

### **MGT 301 Critical Thinking and Writing**

#### **(3 Cr.)**

This course further develops analytical writing and critical thinking skills introduced in ASB 101 Introduction to Written Communication. It cultivates the required skills for critical argumentation by encouraging students to engage in and converse with various readings. Students will assign significance to these readings, analyze and reflect on them, and construct their own critical responses and arguments. Prerequisite: ASB 101 or equivalent.

### **MGT 306 Principles of Self Management**

#### **(4 Cr.)**

This introductory course challenges adult students to find the balance between available time and energy and the demands of their environment. It is designed to assist students with setting the stage for success by focusing on ways to develop a healthy self-concept and by recognizing the relationships between the results of personal effort and constructive strategies for working, studying, and recreating. During this course, students will plan and complete a community service project.

### **MGT 323 Statistics and Data Interpretation**

#### **(3 Cr.)**

Using practical case examples, students will learn how statistics and data analysis can be used to solve problems they may encounter as managers. Students will learn how statistics and data interpretation are crucial skills for effective decision making. Prerequisite: ASB 151 or equivalent.

### **MGT 330 Intercultural Communication**

#### **(3 Cr.)**

This course provides an introduction to the foundations, processes, and applications of intercultural communication. Exploring communication from local, regional, and global perspectives, the course asks students to consider the diverse cultural contexts in which communication occurs. In addition, students will examine ways in which the recognition of difference can facilitate intercultural communication.

### **MGT 350 Personal Financial Planning**

#### **(3 Cr.)**

This course is an introduction to the framework and tools for preparing a personal financial plan. This course covers the financial implications of goal setting, major purchase decisions, credit and insurance strategies, investment portfolios, and retirement and estate planning. Discussion of the topics are set in context of the economic environments and government policies.

### **MGT 352 Computers and Society**

#### **(3 Cr.)**

In this course, students will examine how computers and technology are integrated into and affect our personal and professional lives. Also discussed are the ethical ramifications of constantly changing technology.

### **MGT 402 Internship**

**(1 - 3 Cr.)**

The internship experience provides students with the opportunity to apply what they have learned in the classroom to a business setting. In addition to their on-site duties, interns will keep a weekly journal reflecting on their experience, participate in an online discussion with other interns, develop a resume and professional profile, and make a presentation about their internships. Prerequisite: Department approval.

**MGT 405 Management and Leadership****(3 Cr.)**

This course provides an overview of the fields of management and administration. Students will study the techniques of management and leadership, as well as practical applications to improve managerial effectiveness.

**MGT 426 Marketing****(3 Cr.)**

This course provides the student with an overview of the role of marketing within the organizational environment. It examines the factors affecting consumer behavior and focuses on the development of marketing strategies and the recognition of marketing variables. The course is a combination of theory and practical application, providing the student with the opportunity to analyze a marketing plan for an existing or innovative product.

**MGT 430 Introduction to Management Information Systems****(3 Cr.)**

This introductory course is a study of computer information systems, focusing on concepts and case studies of real-world problems. It provides the tools to use information systems as an end-user manager and to follow the trends of developing technology.

**MGT 435 Organizational Behavior****(3 Cr.)**

This course is a study of organizational theory and application. The managerial functions of planning, controlling, staffing, directing and motivating are explored in the contexts of both individual and group behavior.

**MGT 445 Human Resource Management II****(3 Cr.)**

Students will examine a variety of topics in the field of human resource management. Material to be covered in this course includes employee training, performance appraisals, health and safety policies, collective bargaining, and employee benefits. Personnel problems in both the public and private sectors are examined.

**MGT 450 Financial Planning and Control Systems****(3 Cr.)**

In this course, students will learn basic accounting and financial techniques that will help them to function more effectively as managers. The course emphasizes analysis and evaluation methods and covers commonly used financial theories, techniques and methodologies. Prerequisite: ASB 115 or equivalent.

**MGT 459 Negotiation and Conflict Resolution****(3 Cr.)**

In this course, students will learn a range of effective negotiation and conflict resolution practices. Students will become aware of their own behavior and that of others. They will be able to apply these skills to such areas as human resource management, managerial negotiations and competitive decision making.

**MGT 460 Business Ethics****(3 Cr.)**

This course deals with the ethical implications of management decision making in society. It places emphasis on the ethical impact of contemporary social, political and economic issues.

**MGT 461 Communication for Management and Business****(3 Cr.)**

In this course, students will learn how to use communication and information processes as a means for coordinating and controlling organizational activities. Students will learn how to develop and apply appropriate communication techniques for international and external audiences, and to analyze the receipt of information from formal and informal communications.

**MGT 499 Capstone: Strategic Organizational Leadership****(5 Cr.)**

In this culminating course, students will have an opportunity to incorporate concepts from the previous Bachelor of Science in Management curriculum into an overall strategy for managing an organization. The course requires students to develop a framework to systematically address internal and external issues that organizations encounter. Students will complete an integrative paper based on a particular problem/opportunity in the workplace. Prerequisite: Completion of all other BSM major course work.

**PSM 447 Human Resource Management in Public Agencies  
(3 Cr.)**

This course in human resource management provides students with an overview of concepts and applications concerning human resource issues, as they exist in a public environment. It also provides a comparison and contrast between public and private human resource management. Students in this course are required to develop, analyze, and solve issues concerning a variety of human resource elements.

**PSM 451 Budget and Management Control Systems  
(3 Cr.)**

This course covers the design and use of management control systems that assist management in insuring that organizations achieve their goals. It presents basic principles of management control and uses of management control systems to plan, control, and evaluate organizational activities. The course presents an extensive discussion of budgets and the budgeting process including program development, cost and revenue estimation, budget strategies and tactics, and budget evaluation. Prerequisite: ASB 115 or equivalent.

**PSM 455 Managerial Communication for Public Safety Organizations  
(3 Cr.)**

This course is designed to give students the managerial communication skills necessary to promote the effectiveness of the public safety organization and to increase the quality of the work environment for employees. It covers the role of communication in contemporary organizations, the managerial communication process, managerial writing strategies, interpersonal communication strategies, and formal and organizational communication strategies.

**PSM 457 Negotiation and Conflict Resolution  
(3 Cr.)**

This course focuses on the nature of conflict and constructive ways to manage it, including identifying conflict variables, conflict assessment tools, and strategies and techniques for managing conflict constructively.

**PSM 463 Legal and Ethical Issues for Public Safety Organizations  
(3 Cr.)**

This course deals with the legal and ethical issues and standards which have an impact on decision making in public safety organizations and the development of policies, procedures, duties, behavior and judgment. The course looks at historical and recent legal decisions and legislation that affect public safety organizations, and the resulting legal remedies, administrative burdens, and regulations. The emphasis is on addressing and solving ethical dilemmas that face practitioners in both public and private sector organizations.

**PSM 495 Capstone: Strategic Leadership for Public Safety Organizations  
(5 Cr.)**

In this culminating course, students will have an opportunity to incorporate concepts from the previous PSM curriculum into an overall strategy for managing a public safety organization. The course requires students to develop a framework to systematically address internal and external issues that such organizations encounter. Students will complete an integrative paper based on a particular problem/opportunity in the workplace. Prerequisite: Completion of all other PSM major course work.

**SMS 403 Introduction to Project Management of Information Systems  
(3 Cr.)**

This course focuses on information systems as a distinctive area of project management. The course covers project selection, planning, scheduling, and implementation, as well as the human aspects of information systems projects. Prerequisite: ASB 151 or equivalent.

**SMS 423 Business Data Communications  
(3 Cr.)**

This course enables students to acquire the technical vocabulary, understanding, and decision-making ability to manage an organization's or company's data communications efficiently. Students also will learn how data communications fit into the strategic and tactical processes within an organization.

**SMS 427 Marketing for the Information Age****(3 Cr.)**

While providing an introduction to the four Ps of marketing (product, price, place, and promotion), this course addresses how the concepts of traditional marketing combined with techniques derived from information technology are used to add value to customers, build customer relationships, and increase profitability.

**SMS 439 Systems Analysis and Design****(3 Cr.)**

In this course, students are taught to assume the role of a problem solver to recommend changes and improvements to information systems that can then be carried out by technical specialists. Students examine information systems from the perspectives of different stakeholders for the purpose of collecting, analyzing, and using the information provided.

**SMS 441 Database Management****(3 Cr.)**

This course covers the fundamentals of database management, the relational data model, and query formulation. It focuses on the management of databases for organizing information and its retrieval for use in organizational decision-making.

**SMS 449 Enterprise Resource Planning****(3 Cr.)**

In this course, students learn how to integrate a corporation's information systems to increase efficiency. Students examine integrating activities and best practices that lead to improved organizational planning, communication, and collaboration and how enterprise resource planning (ERP) contributes to the flow of information within a company or organization.

**SMS 459 Legal and Ethical Issues in Management of Information Systems****(3 Cr.)**

In this course, students will examine basic legal principles and ethical principles and how they apply to the management of technology. It places emphasis on the legal, ethical, and social implications of the use of information in organizational and corporate settings.

**SMS 494 Capstone: Strategic Management of Information Systems****(5 Cr.)**

In this culminating experience, students integrate the issues concerning effective management of information systems previously addressed in the program. They focus on the strategic role that information systems play in providing the tools and resources used in managing an organizational or business operation and how information systems allow for collaboration on business decisions to gain competitive advantage. Students complete a final integrative project in which they apply the concepts learned throughout the degree program to a real-world challenge or opportunity. Prerequisite: Completion of all other BS-SMIS course work.

## TRADITIONAL SEMESTER PROGRAMS

# ACCOUNTING (AC), BUSINESS (BU), ECONOMICS (EC) AND INTERNATIONAL BUSINESS

The Undergraduate School offers three majors leading to Bachelor of Arts degrees in a traditional semester format — Accounting, Business and International Business. In all three majors, students are required to complete an internship.

The Accounting major is designed to prepare the student for a career in public or private accounting.

The Business major provides the opportunity to develop the foundational skills necessary to be competitive in many different management positions in both the private and public sectors. The students will learn to apply organizational and management theories, and quantitative techniques to interpret and analyze business situations.

The International Business major is designed to prepare the student for an entry-level position in a firm engaged in international business. An additional year of foreign language study and the completion of a semester study abroad are required for International Business majors.

A student in any of the departmental majors in the College of Business may not minor in one of the other two programs, nor may a student graduate with more than one of these majors. Only minors or second majors from departments in other colleges will be accepted.

Transfer students enrolled in any of the three majors must take at least 15 Stritch credits in the department including BU 401.

## MAJOR AND MINOR REQUIREMENTS

Auxiliary courses are those required courses which do not have the major department designation and are therefore not reflected in the number of department credits required for the major or minor. However, auxiliary courses may be used for other degree requirements, such as for general education (core) or elective requirements.

**Accounting Major:** 66 credits (63 department credits, 3 auxiliary credits)

Required courses for major: AC 201, 202, 301, 302, 310, 320, 360, 361, 366, 368; BU 228, 235, 301, 307, 311, 335, 400, 401; EC 201, 202. Required auxiliary course: MT 120

For those students interested in taking either the CPA or CMA exams, the following courses are recommended: MT 210; CS 306, 415.

**Accounting Minor:** 30 credits (27 department credits, 3 auxiliary credits)

Required courses for minor: AC 201, 202, 301, 302; BU 235; EC 201, 202, plus one of AC 310, 320, 360, 361, 366 or 368. Required auxiliary course: MT 120

**Business Major:** 50 credits (47 department credits, 3 auxiliary credits)

Required courses for major: AC 201, 202; BU 228, 235, 301, 307, 311, 400, 401; EC 201, 202. Required auxiliary course: MT120

A student may also choose an accounting sequence, an international business sequence, a human resource sequence, or a marketing sequence.

Accounting sequence: AC 301 plus three from the following: AC 302, 310, 320, 360, 361, 366, 368; BU 335.

International Business sequence: BU 340; EC 341 plus three from the following: BU 344, 346, 348; EC 310.

Human Resource sequence: BU 308 plus three from the following: BU 101, 105 or 205, 209, 280, 348; CA 206, 340.

Marketing sequence: BU 302 plus three from the following: BU 105 or 205, 304, 331, CA 252, EC 103.



Or completion of four courses (12 credits) from the following: AC 301, 302, 310, 320, 360, 361, 366, 368; BU 101, 105, 205, 209, 280, 302, 304, 308, 331, 335, 340, 344, 346, 348, 403; EC 103, 200, 341; CA 206, 252, 340

**Business Minor:** 23 credits (20 department credits, 3 auxiliary credits)

Required courses for minor: AC 201, 202; BU 235; EC 201, 202, plus one of AC 301, 302, 310, 320, 360, 361, 366, 368, BU 101, 105, 205, 209, 228, 280, 301, 302, 304, 306, 307, 308, 311, 331, 335, 340, 344, 346, 348, 400, 401, 403, EC 103, 200, 341, 400; CA 206, 252, 340. Required auxiliary course: MT 120

**International Business Major:** 47 credits (44 department credits, 3 auxiliary credits)

Required courses: AC 201, 202; BU 228, 235, 311, 340, 400, 401; EC 201, 202, 341 plus one of BU 105, 205, 301, 304, 307 or 308 and two from BU 344, 346, 348. Required auxiliary course: MT 120; Plus the following requirements: one semester of an international study abroad, foreign language and internationally related social science and humanities courses.

International study or field experience: (academic at institution of higher learning) during the junior or senior year. The program will be worked out with the student's business advisor.

International Business majors must also demonstrate proficiency in a foreign language. This can be accomplished by taking two (or more) advanced courses in language (200 level or above) and earning a grade of "C-" or better; Or it may be demonstrated through CLEP examination, transfer credits, or other approved methods of certification as determined by the department chair. (6 credits)

Two appropriate internationally related courses from social science and humanities areas are required. These courses may be chosen in consultation with the student's business advisor and may also count for the student's liberal arts core requirement.

**International Business Minor:** 29 credits (26 department credits, 3 auxiliary credits)

Required courses for minor: AC 201, 202; BU 235, 340; EC 201, 202, 341 and one of BU 344, 346, 348, 350; EC 310. Required auxiliary course: MT 120

## **ACCOUNTING COURSE DESCRIPTIONS**

### **AC 201 Accounting I - Financial**

**(4 Cr.)**

This is an introduction to basic accounting principles, double-entry accounting, preparation of balance sheets, income statements, and statements of cash flows for effective planning, controlling, and decision making. Prerequisite: MT 107 (MT 115) or placement results; sophomore standing or department approval.

### **AC 202 Accounting II - Managerial**

**(4 Cr.)**

This course focuses on the study of accounting information provided to managers. Topics include cost behavior, job order costing, process costing, cost-volume-profit analysis, master budgets, standard costing, flexible budgets, relevant cost decisions, and activity-based costing. Prerequisite: AC 201.

### **AC 203 Financial and Managerial Accounting**

**(4 Cr.)**

This course provides students with basic accounting knowledge, covering what accounting information is, what it means, and how it is used. Emphasis is on accounting as the language of business from the view of the managerial decision maker. Prerequisite: MT 107 or high school algebra II.

### **AC 301 Intermediate Accounting**

**(4 Cr.)**

This is the study of accounting theory and standards as well as the application of generally accepted accounting principles (GAAP) to current assets, plant equipment, intangibles, current and long-term liabilities, and stockholders' equity of the accounting entity. Also covered are International Financial Reporting Standards as they pertain to course material. The Financial Accounting Standards Board (FASB) Codification also is introduced. Prerequisite: AC 201.

### **AC 302 Advanced Financial Accounting**

**(3 Cr.)**

This course is an extension of the theory and applications of generally accepted accounting principles (GAAP) to dilutive securities, earnings per share, investments, revenue recognition, the statement of cash flows, and accounting for leases,



pensions and income taxes. Also covered are International Financial Reporting Standards as they pertain to course material. The Financial Accounting Standards Board (FASB) Codification is used to perform accounting research. Prerequisite: AC 301.

**AC 310 Accounting: Consolidations  
(3 Cr.)**

This course covers accounting theory and practice involved in the contraction and expansion of business organizations, including parent-subsidary relationships, business combinations, consolidated financial statements, and foreign operations. Advanced topics include partnership accounting, foreign currency transactions, and translation of foreign currency financial statements. Prerequisite: AC 301.

**AC 320 Non-Profit and Governmental Accounting  
(3 Cr.)**

This is a study of the accounting issues unique to federal, state, and local governments, colleges and universities, health care organizations as well as other not-for-profit entities. Prerequisite: AC 301.

**AC 360 Income Tax Accounting I  
(3 Cr.)**

This course focuses on federal income tax laws as they apply to individuals. Prerequisite: AC 201.

**AC 361 Income Tax Accounting II  
(3 Cr.)**

The emphasis in this course is on federal taxation as it applies to regular and S corporations, partnerships, estates, and gifts. Prerequisite: AC 360.

**AC 366 Cost Accounting  
(3 Cr.)**

This is the study of cost accounting as a managerial tool for business strategy and implementation. Specific topics include activity-based costing and management, pricing, the balanced scorecard, profitability analysis, cost allocation, inventory management, and management control systems. Prerequisite: AC 202.

**AC 368 Auditing  
(3 Cr.)**

This course covers general principles of auditing including preparation of working papers and the examination, evaluation and reporting of financial data. Topics include auditing standards, evidence, ethics, internal control, audits, sampling, computerized systems, legal responsibilities, reporting responsibilities and procedures. Prerequisite: AC 301.

## **BUSINESS COURSE DESCRIPTIONS**

**BU 101 Introduction to Business  
(3 Cr.)**

This is an introductory course that provides an overview of business and the role it plays in economic, social, and political environments.

**BU 105 Entrepreneurship  
(3 Cr.)**

This course focuses on the concepts and tools related to the development of new entrepreneurial ventures. Lessons deal with the actual process of starting and managing growth of a new business venture. Students will discover critical aspects of entrepreneurship and write a business plan to pursue entrepreneurial opportunities.

**BU 205 Entrepreneurship in the Americas  
(3 Cr.)**

This course focuses on the concepts and tools related to developing a new entrepreneurial venture. Lessons deal with the actual process of starting and managing growth of a new business and the importance of understanding intercultural business communication. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

**BU 209 Healthcare Economics  
(3 Cr.)**

This course studies basic health economic concepts. The core focus of this module is America's healthcare industry. Students will have a better understanding of health insurance and healthcare financing and will be exposed to the current

transformation of U.S. health care and different models of healthcare around the world, incorporating various techniques for economic evaluation in healthcare.

### **BU 228 Business Writing**

**(3 Cr.)**

This course will stress the rhetoric of business writing and focus not only on the writing of reports, letters, memos, summaries, and proposals but also on the use of oral reports and research related to each student's major interest. This course also is listed under EN 228. Prerequisite: EN 101, EN 102.

### **BU 235 Business Law I**

**(3 Cr.)**

This is a study of the nature and sources of law, and the principles of law dealing with business and everyday life. Topics include an overview of the American legal system, torts, product liability, business crimes, contract law, employment law, sales law, consumer protection, intellectual property, cyber law, business organizations, and international law. Prerequisite: Sophomore standing or department approval.

### **BU 280 Sociology of Work**

**(3 Cr.)**

This is a review and analysis of historical and contemporary economic trends and their impact on work at the micro and macro level. The course includes an overview of theoretical and empirical research on organizations and bureaucracies. Students will analyze intersections among work, family, and leisure, and links among inequality, race, gender, and work. Students will examine unions and professional organizations, and review public policy debates and legislation regarding corporations and work-related issues. This is also listed under SC 280. Prerequisite: SC 101 or sophomore standing.

### **BU 301 Principles of Marketing**

**(3 Cr.)**

This survey course covers marketing as an exchange process. Consideration is given to product development as well as how transactions in the marketplace are initiated, motivated, facilitated, and consummated by both business and non-business organizations. Each student will prepare an integrated marketing plan for a profit or a non-profit organization. Prerequisite: EC 201 or EC 202.

### **BU 302 Marketing Strategy**

**(3 Cr.)**

This course covers the marketing aspects of communication between the firm and its customers. Studies include a brief survey of behavioral sciences and their application to advertising, personal selling, and sales promotion. Students also will survey the social and legal restraints of promotion. Prerequisite: BU 301.

### **BU 304 Marketing Research**

**(3 Cr.)**

The course is concerned with research that provides information for marketing, decision making, and problem solving. The course focus relates to research design, sampling, measurement concepts, questionnaire design, observation and interviews, experimentation, data analysis, forecasting, and ethical issues. Prerequisite: BU 301, MT 120.

### **BU 306 Sales Management**

**(3 Cr.)**

Students learn the functions, skills and roles played by sales managers in a variety of organizations. This course introduces the principles of professional selling and provides students with the skills to efficiently and effectively communicate value and to develop long-term relationships with prospects and customers. Prerequisite: BU 301.

### **BU 307 Organization and Management**

**(3 Cr.)**

This course is a study of managerial challenges relating to such issues as actions and attitudes of people, quality, ethics/social responsibility, global environment, technology, ideology, and practical applications of management theory including the functions of organizing, planning, leading, and controlling.

### **BU 308 Human Resources Management**

**(3 Cr.)**

This course covers the art and science of human resource management from both practical and theoretical points of view. Students will learn the art of communication, motivation, training and development. Topics for discussion include sensitive

human resource management issues -- sexual harassment, drug testing, wrongful discharge, employee involvement groups, ethical training and social media use in HR.

### **BU 311 Business Finance**

**(3 Cr.)**

This course covers the scope and environment of financial management, the valuation of financial assets (time value of money, bonds and stocks), investment in long-term assets (capital budgeting), capital structure, dividend policy, and financial forecasting. Prerequisite: AC 202, MT 120.

### **BU 331 Advertising**

**(3 Cr.)**

This course examines the promotional mix of the business firm. Emphasis is on the principles and practices of promotional research, media, copywriting, layout, budgeting, and the legal aspects of advertising and promotion. Students develop an advertising campaign for a single product/service. Prerequisite: BU 301.

### **BU 335 Business Law II**

**(3 Cr.)**

This is a continuation of BU 235 and includes the study of commercial paper, bank deposits and collections, credit, secured transactions, bankruptcy, antitrust, insurance, real property, personal property, investor protection, and family law. Prerequisite: BU 235.

### **BU 340 Global Business**

**(3 Cr.)**

This course introduces students to the concept of the multinational corporation and attempts to determine the extent to which effective business practices can be transferred across national boundaries.

### **BU 344 Management Across Cultures**

**(3 Cr.)**

This course explores multiple facets of communication, leadership, and intercultural competencies that will prepare students to become effective local and global leaders in business, nonprofit organizations and the community at large.

### **BU 346 Global Marketing**

**(3 Cr.)**

This course covers development and management of international marketing programs. Students will study problems involved in marketing goods and services in foreign markets given their differing political, cultural and economic conditions. Special attention is given to adaptation of the marketing mix and entry strategies. Prerequisite: BU 301.

### **BU 348 Global Human Resources Management**

**(3 Cr.)**

This course includes a study of the concepts, theories and empirical research relating to organizational behavior in a multinational corporation. Prerequisite: BU 308.

### **BU 400 Internship**

**(3 Cr.)**

The internship experience provides students the opportunity to apply what they have learned in the classroom to a business setting. In addition to their on-site duties, interns will keep a weekly journal reflecting on their experience, participate in an online discussion with other interns, develop a resume and professional profile, and make a presentation about their internships. Prerequisite: Junior standing in major, department approval.

### **BU 401 Senior Seminar: Organizational Leadership**

**(3 Cr.)**

In this culminating course, students have an opportunity to incorporate concepts from all previous business courses through the writing of an integrative paper. Students address internal and external issues that organizations encounter, with an emphasis on leadership and ethics in decision making. Prerequisite: Junior standing in major, department approval.

### **BU 402 Independent Study**

**(3 Cr.)**

An independent study is available only to students who need a particular project/research to complete the requirements of an established program of study for which no course offerings are available. Approval by the department chair is required. Prerequisite: Department approval.

### **BU 403 Practicum/Small Business Cases**

**(1 - 3 Cr.)**

This experience is designed to provide qualified students with practical entrepreneurial experience working with small business. The practicum involves a supervised experience with a local business or not-for-profit organization. Students participating in Students In Free Enterprise (S.I.F.E.) may register for this course to receive credit. Prerequisite: Junior standing, department approval.

### **BU 410 MIS Senior Seminar I**

**(3 Cr.)**

In this culminating course, students will have an opportunity to incorporate concepts from all previous business courses and computer science courses through the writing of an integrative paper. Students will work in project teams, evaluate a business challenge or opportunity, design the solution, and prepare a feasibility study. Prerequisite: Junior standing.

## **ECONOMICS COURSE DESCRIPTIONS**

### **EC 103 Consumer Economics/Personal Finance**

**(3 Cr.)**

This course is designed to build personal financial skills that have a lifetime of usefulness. It covers the basic areas of personal financial planning including budgeting, credit, housing, transportation, insurance, investments, and planning for retirement.

### **EC 105 Entrepreneurship**

**(3 Cr.)**

This course focuses on the concepts and tools related to the development of new entrepreneurial ventures. It deals with the actual process of starting and managing growth of a new business venture. Students will discover critical aspects of entrepreneurship and write a business plan to pursue entrepreneurial opportunities.

### **EC 200 People, Planet, and Profit: Introduction to Sustainability in Business**

**(3 Cr.)**

This course is an introduction to the idea of sustainability as practiced by businesses. The challenge for all organizations, both those with and without a profit motive, is defining a sustainable vision. This is a vision that emerges after setting measurable goals and implementing strategies that will improve the organization during a time of resource shortages, global competition, and climate change. Students will learn how a profitable and viable business can protect the environment, reduce social injustice, and enhance society's trust and confidence in private enterprises. This course may be used toward an advanced core certificate. Prerequisite: Sophomore standing or department consent.

### **EC 201 Principles of Microeconomics**

**(3 Cr.)**

This is an introduction to microeconomic theory, beginning with a discussion of supply and demand and how the market determines prices. This course then extensively outlines how consumers and firms make economic decisions. The semester concludes with extensions of economic theory into health care, insurance, public goods, and the distribution of income. Prerequisite: MT 107 or high school algebra II.

### **EC 202 Principles of Macroeconomics**

**(3 Cr.)**

This is an introduction to macroeconomic theory, beginning with a discussion of supply and demand and the determination of prices by the market. The course then turns to how overall prices, employment, and output are calculated. The semester concludes with a discussion of the role of the government and the central bank in altering the economy. Prerequisite: MT 107 or high school algebra II.

### **EC 204 Micro/Macro Economics**

**(3 Cr.)**

This course provides students with a foundation of economic thinking, specifically microeconomics as applied to individuals and individual organizations and macroeconomics in relationship to the behavior of the economy as a whole. Prerequisite: MT 107 or high school algebra II.

### **EC 341 International Trade and Finance**

**(3 Cr.)**

The course covers theories of international trade from Adam Smith to current theories. It also covers balance of payments, exchange rate determination, and foreign investment. Prerequisite: EC 201, EC 202.

**EC 400 Cooperatives**

**(1 Cr.)**

This course covers the history of cooperatives and their role in the American economy. Prerequisite: Departmental approval.

# COLLEGE OF EDUCATION AND LEADERSHIP

## **Mission**

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

## **Vision**

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

## **Conceptual Framework**

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

# TEACHER EDUCATION

The Undergraduate Teacher Education Program (UGTE) at Cardinal Stritch University prepares teachers to impact student learning through research-based methodologies and strong, positive relationships. We approach teacher education as a reflective, rigorous process through which teacher candidates learn about themselves, their students, and educational practice so our graduates can make the decisions necessary to impact student learning positively across all contexts and with all students.

The education of teachers is a joint venture of the University and the public and private schools. The UGTE program at Stritch provides early and continuing experiences in public, private and professional development schools. The theme of “bridging knowledge, practice and service” is woven through all elements of the programs. Program outcomes are grounded in the Wisconsin content and teacher standards for licensure.

This program is accredited by the Wisconsin Department of Public Instruction and the National Council for Accreditation of Teacher Education.

## Teacher Certification

Cardinal Stritch University offers teacher certification in the following areas:

Regular Education: Early Childhood through Middle Childhood (Approximate ages: Birth-11 years)

Regular Education: Middle Childhood through Early Adolescence (Approximate ages: 6-12 years)

Regular Education: Early Adolescence through Adolescence (Approximate ages: 10-21 years)

Art: Early Childhood-Adolescence (Approximate ages: Birth-21 years)

Foreign Language: (Spanish) Early Childhood-Adolescence (Approximate ages: Birth-21 years)

Theater: Early Childhood-Early Adolescence (Approximate ages: Birth-21 years)

Dual Certification: Regular Education: Middle Childhood through Early Adolescence and Special Education: Middle Childhood through Early Adolescence

Dual Certification: Regular Education: Early Childhood through Middle Childhood and Special Education: Middle Childhood through Early Adolescence

Dual Certification: Regular Education: Early Adolescence through Adolescence and Special Education: Early Adolescence through Adolescence

## MAJOR AND MINOR REQUIREMENTS

**Elementary Education Major:** 76 credits (64 department credits, 12 auxiliary credits)

Required courses for major: ED 100, 205, 255, 313, 314, 315, 318, 355, 385, 455, 490, 495, EDSSED 225, 260, 275, 317, 340, 360, 370, 395, ED 312 or RLA 316, ED 482 or ED 486 or EDSSED 488, RLA 307 or RLA 314, RLA 312

*\*Please note: The core courses for literacy (RLA 307, RLA 312, RLA 314, ED312, and RLA 316) are under revision and the updated sequence will be implemented during the spring semester 2016.*

Required auxiliary courses for major: MT 102, 103, BL 103, CH 103

Credits from major courses: 64 cr.

Credits from auxiliary courses: 12 cr.

Credits from minor (depending on minor): 16-22 cr.

Total credits: 92-98 cr.

**Secondary Education Major:** 52 credits (49 department credits, 3 auxiliary credits)

Required courses for major: ED 100, 205, 255, 355, 455, 480, 490, 495, EDSSED 225, 260, 317, 340, 275, 360, 370, 380, 385, 395, RLA 318, 345

Required auxiliary course for major: PS 221

Credits from Secondary Education major courses: 49 cr.

Credits from content major (credit varies with major)

Total credits: 49 cr. Secondary Ed Major + content major



## Major Content Areas

All students seeking Early Adolescence-Adolescence certification are required to complete a major in a content area.

Content Majors available through the College of Arts and Sciences: Biology, Chemistry, Computer Science, English, History, Mathematics, Political Science, Sociology, and Broad Field Social Studies (DPI approved concentrations under Broad Field Social Studies include History, Political Science, Sociology, Geography, Economics, Psychology).

All students seeking Early Childhood-Adolescence certification are required to complete a major in a content area.

Early Childhood-Adolescence content majors available through the College of Arts and Sciences: Art, Spanish, and Theater.

## Teaching Minors:

All students seeking Middle Childhood- Early Adolescence certification are required to complete a minor.

Minors available through the School of Education: Literacy and Special Education

Minors available through the College of Arts and Sciences: Biology, Broad Field Science, Broad Field Social Studies, Chemistry, Computer Science, English, History, Mathematics, Political Science, Speech Communication, Spanish, and Theater

## Portfolio 1 Requirements

Students are officially accepted into the Teacher Education Program upon enrollment in EDSED255: Portfolio I. To enroll in EDSED225: Portfolio I, the following requirements must be met (these requirements also apply to transfer students):

- A minimum grade of "B-" in Written Communication (EN 101 and 102) and Fundamentals of Oral Communication (CA 101).
- 2.75 GPA overall and in Education coursework.
- 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 Test. See the Undergraduate Teacher Education Program handbook for detailed score information. Note: the Core Academic Test for Educators (CORE) replaced the Praxis I/PPST on September 1, 2014.

The Undergraduate Teacher Education Program does not grant exceptions to the Praxis requirement. Students may retake test sections as many times as necessary to achieve a passing score. If a student has sufficient reason to appeal this policy, he/she should initiate the appeal process with the Teacher Education Committee. Guidelines for this process are found in the Undergraduate Teacher Education Program Handbook.

## Portfolio 2 Requirements

Students must earn a 3.0 GPA overall and in Education coursework in order to register for EDSED355: Portfolio 2. In order to register for EDSED 355: Portfolio 2, transfer students must have transcripts submitted and on file in the Teacher Education Program office for all courses completed at a University other than Cardinal Stritch University.

## Portfolio 3 Requirements

Students must pass the appropriate Praxis 2: Content Knowledge Test and earn a 3.0 GPA in Education courses and overall in order to register for Student Teaching and EDSED455: Portfolio 3. Students in the Education program must complete a minimum of 30 credits and their last two semesters at Cardinal Stritch University.

Teacher candidates in Wisconsin applying for an initial teaching license in elementary education and/or special education are required to take and pass the Foundations of Reading Test. The Foundations of Reading Test is required in order to register for Student Teaching and EDSED455: Portfolio 3.

## EdTPA

**Beginning in Fall 2015**, teacher candidates in Wisconsin applying for an initial teaching license will be required to participate in a performance-based assessment known as the Educator Teacher Performance Assessment (edTPA) during the first 10 weeks of their student teaching placement.

## Teacher Candidate Background Checks

1. The College of Education and Leadership requires students in initial certification teacher preparation programs to undergo a criminal background check. The checks are done previous to experiences in the field in P-12 schools to ensure protection to our partner schools and pupils.

2. The criminal background checks need to be completed prior to the start of the candidate's first field experience course and again before the student teaching semester.
3. A complete background check as prescribed under Wisconsin's law includes:
  - \* A completed self-disclosure Background Information Disclosure Form;
  - \* An electronic criminal history search from the Department of Justice Crime Information Bureau
4. If the criminal background check should show a criminal background, the candidate is informed that this may prevent him/her from placement in P-12 school environments and affect his/her completing clinical course requirements and eligibility for licensure.

Districts or schools which request information on the results of the background check are provided with a summary of the candidate's history so that they may decide whether to pursue additional background checks.

## **COURSE DESCRIPTIONS**

### **ECUE 200 Language, Culture and Learning**

**(3 Cr.)**

This course examines language and literacy development from an interactionist perspective with an emphasis on culture, schema, and pragmatics as the basis for the development of oral narration and print awareness. Content and pedagogy are integrated by providing participants with an opportunity to develop and use their personal narratives as a means of understanding culture and connecting to literature. This course is taken concurrently with ECUE 301, ECUE 201 and EN 200. Corequisite: ECUE 201, ECUE 301, EN 200.

### **ECUE 201 Building a Learning Community**

**(2 Cr.)**

In this course, teacher candidates examine how teachers can use language to build a learning community. To this end, they learn the benefits of using conversations to guide the instruction in their classrooms and learn how to model personal storytelling in order to initiate meaningful conversations with children. Furthermore, they explore how the use of dictated stories and interactive writing support literacy learning for young children. Corequisite: ECUE 200, ECUE 301, EN 200.

### **ECUE 211 Construction of Knowledge in the Early Childhood Classroom**

**(2 Cr.)**

Framed by the work of Lev Vygotsky, teacher candidates explore how learning can be enhanced by the creation of an environment in which students and teachers co-construct knowledge. The content of focus in this class is mathematics and communication. As part of this study, teacher candidates learn how to analyze social interactions related to problem solving. Corequisite: MT 104, ECUE 250, ECUE 310.

### **ECUE 250 Early Childhood Development in Practice**

**(3 Cr.)**

This course provides an overview of child development from conception through adolescence, including biological, emotional, cognitive, and sociocultural aspects of child growth. Theories of child development, current research, and the impact of diverse experiences on human growth are explored.

### **ECUE 280 Language, Culture and Literacy**

**(3 Cr.)**

This course examines language from a neurobiological perspective with an emphasis on the parameters of language (phonology, semantics, morphology, syntax, pragmatics) as an interrelated system. Participants' emerging knowledge of literacy development builds on previous study of print awareness and is extended to include phonological awareness development and understanding of the alphabetic principle. Corequisite: ECUE 281, ECUE 381.

### **ECUE 281 Concept Development**

**(2 Cr.)**

Teacher candidates learn how to use language consciously to support young children's vocabulary and concept development through the use of text sets. The content of history and literacy is explored to study how communities develop and support the needs of their members. Corequisite: ECUE 280, ECUE 381.

### **ECUE 291 Math Learning in the Elementary Classroom**

**(2 Cr.)**

In this integrated course, teacher candidates focus on instructional strategies to make math meaningful to young children. Teacher candidates explore various strategies, professionally present strategies to peers, and design instructional strategies for use with children in grades K-3. Corequisite: ECUE 398, EN 201.

**ECUE 301 Field Experience I: Literacy and Literature****(4 Cr.)**

Throughout this course, teacher candidates will implement and demonstrate their ability to apply the practices acquired in their content courses. There are five whole group meetings for this class. In addition, university mentors will work with teacher candidates individually in their early childhood classrooms at various times during the semester. Corequisite: ECUE 200, ECUE 201, EN 200. Lab Fee Required.

**ECUE 310 Field Experience 2: Math and Communication****(4 Cr.)**

Teacher candidates implement the practices acquired in their content courses. They will demonstrate their ability to do the following: 1) embed communication and math into daily experiences; 2) model problem solving with children on issues that are relevant to them; 3) create a learning center focused on math and incorporate communication tools that will support students' learning when at the center; and 4) facilitate interpersonal communication in the classroom. Corequisite: ECUE 211, ECUE 250, MT 104.

**ECUE 350 Introduction to Child with Disabilities****(3 Cr.)**

This course focuses on children with disabilities, including cognitive, learning, emotional, physical and sensory disabilities. Special emphasis is given to young children with developmental delays. As the characteristics of children with unique learning needs are examined, strategies to meet their needs within varied educational settings are explored. Additional topics include special education law, assessment practices, and collaborating with family and other team members.

**ECUE 381 Field Experience 3: Literacy and Community****(4 Cr.)**

Throughout this semester, teacher candidates implement the practices acquired in their content courses. Teacher candidates use their knowledge of how historical communities have been formed over time to consider ways to develop a positive learning community in the present. This is accomplished by implementing the following: 1) a safe and engaging classroom community, 2) an open and honest community that includes the classroom and children's parents and caregivers, and 3) a school community that is engaged in continuous and reflective practice. Corequisite: ECUE 280, ECUE 281.

**ECUE 398 Field Experience 4: Literature and Math****(4 Cr.)**

Throughout this semester, teacher candidates implement the practices acquired in their content courses. Teacher candidates use their knowledge of the background, growth and needs of children to create instruction that is relevant. Corequisite: ECUE 291, EN 201.

**ECUE 400 Word Recognition****(3 Cr.)**

This course is designed to expand students' existing knowledge of early language and literacy development to include an understanding of the relationship between reading and spelling. Through a stage theory lens, students are exposed to the role of explicit instruction in phoneme-grapheme mapping as they learn to design developmentally appropriate instructional strategies for learners. Students continue to develop metalinguistic awareness as they learn the predictable and complex patterns found in English orthography. Prerequisite: ECUE 200, ECUE 201, ECUE 280, ECUE 281, ECUE 301, ECUE 381.

**ECUE 410 Reading Instruction in the Primary Grades****(2 Cr.)**

This course focuses on the language and literacy development of elementary school students while taking into account diversity among learners. Students will learn how to assess, plan, and instruct students in the areas of reading, writing, vocabulary, comprehension, and content area literacy.

**ECUE 411 Storytelling as Curriculum****(2 Cr.)**

In this integrated course, teacher candidates focus on instructional strategies to make social studies content meaningful for young children while simultaneously addressing children's social emotional needs. Corequisite: HS 126.

**ECUE 413 Field Experience 5: History and Communication****(4 Cr.)**

Throughout this semester, teacher candidates implement the practices acquired in their content courses. Teacher candidates use their knowledge of children's development to create instruction that is relevant. Corequisite: ECUE 411, HS 126.

**ECUE 421 Student Teaching in Early Childhood Settings****(4 Cr.)**

In this field-based course, teacher candidates demonstrate their ability to meet the needs of students in early childhood settings. Corequisite: ECUE 411, HS 126.

**ED 100 Introductory Education Seminar****(1 Cr.)**

This forum will acquaint students with the profession of education, the regular education program and faculty within the College of Education and Leadership. Students will investigate what it means to be a teacher and learner through reflection, exploring the InTASC Model Core Teaching Standards and Danielson Domains, and school site visits. There will be an assessment of oral and written communication skills. There also will be an introduction to the Franciscan tradition as the basis for the framework of the educational philosophy of the department.

**ED 203 Principles of Health in Teaching****(3 Cr.)**

This course addresses the conceptual framework that guides the art and science of teaching as it relates to nursing content. It introduces students to current learning theory, a teaching care plan and, differentiated instruction and assessment strategies that are developmentally appropriate to patient care and education. Prerequisite: Admission into BSN program; all developmental courses completed.

**ED 205 Education for Diversity: Historical Foundations****(3 Cr.)**

In this course, students will study and discuss the philosophy of education in historical context as it reflects societal norms and values. Of particular emphasis will be the examination of the experience of various groups whose culture, religion, race or ethnicity placed them outside of the "mainstream" American culture. In addition to this, students also will study the characteristics of the Franciscan tradition with particular emphasis on peacemaking and reconciliation among various groups. Prerequisite: ED 100.

**ED 255 Portfolio I****(0 Cr.)**

The purpose of Portfolio I is to provide teacher candidates/teachers an opportunity to demonstrate their progress in acquiring foundational competencies of teaching and their readiness to proceed with advanced coursework and field experiences. Prerequisite: Passing scores on all three parts of Praxis I/PPS; 2.75 GPA in Education coursework and overall. Corequisite: ED 275.

**ED 312 Early Childhood Curriculum and Instruction****(2 Cr.)**

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 the EC certification track. Prerequisite: ED 255 (or concurrent). Corequisite: ED 255.

**ED 313 Elementary/Middle School Mathematics Curriculum and Methods****(3 Cr.)**

This course is designed to create competencies in mathematics methods for students preparing to teach in the K-8 classroom. Through reading, writing, 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. Assessment practices as well as NCTM and state math standards will be central to the course. Prerequisite: ED 255 (or concurrent). Corequisite: ED 255.

**ED 314 Elementary/Middle School Science Curriculum and Methods****(3 Cr.)**

This course is designed to create competencies in science methods for students preparing to teach in the K-8 classroom. Through a hands-on approach, students will develop the skills to successfully create and implement science lessons appropriate for various grade levels. Students will research and investigate many aspects of science lessons including student thought process, set-up time, topic adjustment, evaluation processes, and meeting national and state standards. Participants will engage in discussion, discovery, and research in a variety of methods. Prerequisite: ED 255 (or concurrent). Corequisite: ED 255.

**ED 315 Elementary/Middle School Social Studies Curriculum and Methods**

**(3 Cr.)**

This course is designed to explore and practice the skills necessary to fulfill the role of teacher of ELMS social studies. Focus areas are curriculum development; component areas of broad field social studies; development of social studies lessons, assessments, and units; instructional methods specific to social studies; textbook evaluation; and the relationship of social studies to all other subject areas. The Wisconsin K-12 Academic Standards in Social Studies will be a focus. Prerequisite: D 255 (or concurrent). Corequisite: ED 255.

**ED 318 Fine Arts Methods****(3 Cr.)**

This provides effective aids to creative teaching of art in elementary schools. The focus is on the study of the present-day trends in instruction and methods. Prerequisite: ED 255 (or concurrent). Corequisite: ED 255.

**ED 355 Portfolio II****(0 Cr.)**

The purpose of Portfolio II is to provide teacher candidates/teachers an opportunity to demonstrate their progress in acquiring foundational competencies of teaching and their readiness to proceed with advanced coursework and field experiences. Corequisite: ED 490.

**ED 380 Specific Secondary Content Methods****(2 Cr.)**

This course addresses specific content methods in secondary education in art, English, mathematics, music, science, social studies, foreign/world languages, or theater. Teacher candidates use content specific instructional resources commonly used in grades five through twelve as well as study the current trends and best practice in their respective content areas. Prerequisite: ED 255, EDSSED 260 and EDSSED 275 .

**ED 385 Technologies to Teach: An Introduction to Instructional Technology****(2 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, teacher candidates will have the opportunity to select from a range of technologies and tools to complete course projects. This course is designed to give 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. Prerequisite: ED 255, EDSSED 260, and EDSSED 275.

**ED 455 Portfolio III****(0 Cr.)**

The purpose of this course is to provide teacher candidates an opportunity to demonstrate their professional and personal growth during student teaching as well as demonstrate their potential for future growth as a professional educator. Corequisite: ED 495.

**ED 480 Student Teaching: Early Adolescence - Adolescence****(9 - 11 Cr.)**

Teacher candidates will student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. The focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, Completion of major/minor requirements, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed, Teacher Education Committee approval. Corequisite: ED 455, ED 495.

**ED 482 Student Teaching: Early Childhood - Middle Childhood****(9 - 11 Cr.)**

Teacher candidates will student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. The focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, Completion of major/minor requirements, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed, Teacher Education Committee approval. Corequisite: ED 455, ED 495.

**ED 484 Student Teaching: Early Childhood-Adolescence, Special Areas****(9 - 11 Cr.)**

Teacher candidates will student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. The focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, Completion of major/minor requirements, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed, Teacher Education Committee approval. Corequisite: ED 455, ED 495.

**ED 486 Student Teaching: Middle Childhood - Early Adolescence  
(9 - 11 Cr.)**

Teacher candidates will student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. The focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, Portfolio 2, Completion of major/minor requirements, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed, Teacher Education Committee approval. Corequisite: ED 455, ED 495.

**ED 490 Teaching and Professionalism  
(2 Cr.)**

This course will begin to explore employment procedures and expectations for securing a teaching job and maintaining the teaching license. This course also will focus on the culture of schools and how teachers effectively work with the community, faculty, staff, and parents to meet the needs of all students. Finally, discussions will address current topics as they relate to the professional responsibilities of being an educator. Prerequisite: EDESED 395 (or concurrent), 3.0 GPA in Education coursework and overall. Corequisite: ED 355, EDESED 395.

**ED 495 Seminar III/Portfolio III  
(1 - 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 external evaluation by 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 will be addressed include the concept of best practice and cognitive neuroscience in education. Prerequisite: ED 355, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed. Corequisite: ED 455, ED 495.

**EDESED225 Introduction to Inclusive Instruction and Assessment  
(4 Cr.)**

This is a 4-credit course that introduces teacher candidates to the 10 Interstate New Teacher Assessment and Support Consortium (InTASC) Standards and Council for Exceptional Children (CEC) Standards. This course also includes opportunities for field experiences around research-based assessment and instructional strategies.

This course will focus on traditional and performance assessment, research-based instructional strategies, Response to Intervention policy and procedures, Bloom's Taxonomy, introduction to special education law and other topics intrinsic to the teaching profession. Students will be introduced to lesson planning as well as developing traditional test and performance rubrics. This course includes 20 hours of field experiences, which have been woven into the structure of the day-to-day classwork. Students should expect to spend 2.0-2.5 hours in the field over a 10-week span. Prerequisite: ED 100.

**EDESED260 Field Experience I  
(1 Cr.)**

This course provides an opportunity for teacher candidates to explore the teaching profession in an elementary/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 10 Inter-state Teacher Assessment and Support Consortiums (InTASC) Standards in action and teach two lessons during the required 32 hours. Lessons may be delivered to whole or small groups. Prerequisite: EDESED225, passed 3 parts of Praxis I/PPST, B- or better in EN101, EN102, and CA101. Corequisite: EDESED 275 and ED 255.

**EDESED275 Fundamentals of Inclusive Instruction and Assessment  
(3 Cr.)**

This course builds on the prerequisite EDESED 225 course. It addresses the conceptual framework that guides the art and science of teaching through the introduction to current learning theory, a more detailed lesson planning format, differentiated instruction and assessment strategies that are developmentally appropriate. Portfolio I, part of the EDESED Portfolio Assessment system, is facilitated in this course as well. Prerequisite: EDESED 225, passed 3 parts of Praxis I/ PPST, B- or better in EN101, EN102, and CA101. Corequisite: EDESED260 and ED255.

**EDESED317 Foundations of Special Education  
(3 Cr.)**

This course focuses on the application of psychological principles of learning to the process of teaching. The objective is to familiarize students within and to broaden the areas of mutual concern between education and those findings of psychology that pertain to the process of instruction. Prerequisite: ED 100, 2 of 3 PPST tests passed.



**EDSED340 Classroom Management and Culture I****(3 Cr.)**

This course will focus on preparing teacher candidates to build a community of learners while considering a wide range of academic, social and emotional differences among K-12 students. A secondary emphasis will be on applying learning techniques and principles to assess disruptive individual student behavior. The course requires that students develop a comprehensive proactive classroom management plan and coordinate an interview with a practicing teacher. Prerequisite: 2 parts of PPST passed.

**EDSED360 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. 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. Prerequisite: EDSED275. Corequisite: EDSED395.

**EDSED370 Classroom Management and Culture II****(2 Cr.)**

This course will focus on preparing teacher candidates to build a community of learners while considering a wide range of academic, social and emotional differences among K-12 students. An additional emphasis will be on applying learning techniques and principles to assess disruptive individual student behavior. The course requires that students conduct and produce a positively-based Behavioral Intervention Plan based on direct and indirect data collected in consultation with their clinical classroom teacher. Each student will be required to deliver an oral presentation reviewing the development and implementation of the Behavior Intervention Plan. Prerequisite: EDSED 340.

**EDSED395 Advanced Inclusive Instruction and Assessment****(3 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. Teacher candidates 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. Prerequisite: EDSED 275. Corequisite: EDSED 360.

**EDSED488 Student Teaching: Dual Certification****(9 - 11 Cr.)**

Student teaching provides full-day opportunities for student teachers in pre K-12 settings under supervision within targeted area(s) of certification. Focus is on practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, Completion of major/minor requirements, 3.0 GPA in Education coursework and overall, Praxis 2 Content Test passed, Teacher Education Committee approval. Corequisite: ED 455, ED 495.



# SPECIAL EDUCATION (SED)

In early 2005 DPI approved the special education proposal to grant undergraduate special education certification as part of a dual certification program. This program allows undergraduate education students the option to obtain dual certification in general and special education (ECMC 72-801 or MCEA 73-801 Special Education cross-categorical licensure) with additional course work, Praxis II test and student teaching. The philosophy of the program is that special education teachers need to know everything that general education teachers need to know about curriculum, classroom management, literacy, assessment and planning. In addition, they need specialized knowledge (i.e. issues of IEPs, definition, identification and instructional interventions for students with special needs) as well as supervised field experience. In a performance-based professional education developmental sequence, benchmark key assessment will evaluate undergraduate knowledge, skills and dispositions.

The UGTE program aligns with the Cardinal Stritch University mission and vision, the College of Education and Leadership/School of Education mission, and the College of Education and Leadership/School of Education conceptual framework. The Wisconsin State Standards for Teacher Development and Licensure guide the program and CEC cross categorical/disability specific standards. The specific knowledge, dispositions, and performances are further articulated in the INTASC standards for Teacher Development and Licensure.

**Special Education Minor:** 18 credits

Required courses for minor: EDSED 317 and 370, SED 325, 337, 345, 355, and 463.

## **Dual Certification in Special Education and Regular Education:**

To obtain Wisconsin certification in Middle Childhood-Early Adolescence: Cross-Categorical Special Education or Early Adolescence-Adolescence: Cross-Categorical Special Education, students must:

1. Complete certification requirements for the license in Regular Education: Middle Childhood-Early Adolescence or Early Adolescence-Adolescence
2. Complete the minor in Special Education (see above list of courses),
3. Pass a course in Emergent Literacy
4. Pass the Foundations of Reading Test
5. Pass the Praxis II: Middle School Content Knowledge Test
6. Complete the student teaching requirements for special education licensure

## **COURSE DESCRIPTIONS**

### **SED 314 Curriculum and Methods: Functional (3 Cr.)**

This course studies the objectives, functional curriculum content, methodologies and instructional materials appropriate for students with exceptional education needs. The course emphasizes social skills training, personal living skills, self-determination, community-based instruction and the application of universal design to technology. Prerequisite: EDSED 225, 2 parts of PPST passed.

### **SED 323 Parents/Agencies and Transition (3 Cr.)**

This course will focus on legislation, self-determination, and community services around the topic of transition. The course also will focus on transition as a lifelong process and how it should be incorporated into teaching (K-12). Critiquing and reflecting a transition process will assist students in determining what determines a smooth transition for students with disabilities and their families. Prerequisite: EDSED 225, 2 parts of PPST passed.

### **SED 325 Field Work II (1 Cr.)**

This is a pre-student teaching special education field experience that provides teacher candidates the opportunity to explore specialized instruction and the inclusion of students with special needs in general education settings. Students will complete a minimum of 20 hours observing and assisting general/special educators as they support students with a variety of learning

needs as well as increase understanding about basic adaptations in setting, curriculum, and instructional approaches. If students are completing a dual certification program and completing EDSED 395 at the same time students will complete a minimum of 40 hours total. Prerequisite: EDSED 225, EDSED 317, 2 parts of PPST passed.

**SED 337 Formal and Informal Assessment  
(3 Cr.)**

Students study technical concepts of measurement necessary to understand standardized assessment. In addition, the course discusses the various types of educational assessment and requires students to critically analyze standardized tests; research alternative assessment measures; practice the administration, scoring and interpretation of norm-referenced tests; and produce a written special education case study including eligibility determination. Discussion of assessment techniques, concerns regarding bias in assessment instruments and practice, and application of assessment techniques in classroom situation are included. Each student focuses on one area (specific learning disability, cognitive disability, or emotional behavioral disability) to complete an eligibility determination project. The project includes both eligibility determination and need for special education. Prerequisite: EDSED 225, 2 parts of PPST passed.

**SED 360 Teaching Persons with CD: Extensive Support  
(2 Cr.)**

This course develops 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. This course is being offered for students pursuing a CD area of emphasis. Prerequisite: SED 314.

**SED 363 Developing IEPs  
(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 using the current state developed IEP forms and methods for implementing, monitoring and analyzing the plans. Prerequisite: EDSED 225, EDSED 317, 2 parts of PPST passed.

**SED 407 Positive Behavior Supporting Students with Emotional and Behavioral Disabilities  
(2 Cr.)**

This course provides students with an understanding of common developmental and behavioral problems of children and adolescents identified as "at risk" and emotionally and behaviorally disabled (EBD). The focus of the course is on the development of positive behavior support strategies useful for preventing and reducing disciplinary problems and inappropriate and aggressive violent behaviors with students who demonstrate challenging behaviors. Strategies such as aggression replacement training, conflict resolution, cognitive behavior modification, bully proofing, peer helping approaches and life space crisis intervention are addressed. Prerequisite: EDSED 225, 2 parts of PPST passed.

**SED 463 Autism and Communication Disorders  
(2 Cr.)**

This course provides an in-depth understanding of individuals who have the diagnosis of an autism spectrum disorder. Characteristics are reviewed and discussed in the context of the student's unique educational needs and implications for inclusive educational practices. Components of successful inclusive programs are reviewed. Students will become acquainted with ways to design and implement positive support strategies, communication and accommodations for students with communication delays. In addition, students develop an understanding of language development, the importance of communication in the learning environment, and communication strategies, including the use of augmentative/alternative communication systems that can be used with individuals with disabilities. Furthermore, this course focuses on understanding how to implement appropriate communication strategies.

**SED 478 Teaching Students with Learning Disabilities  
(2 Cr.)**

This course includes a study of the objectives, curriculum content, instructional methodologies and instructional material appropriate to students with learning disabilities. The course emphasizes learning and study strategies in the areas of reading and mathematics, communication strategies and social skills development for students with specific learning disabilities. This course is offered for students pursuing an LD area of emphasis. Prerequisite: EDSED 225.

# LANGUAGE AND LITERACY DEVELOPMENT (RLA)

The undergraduate courses in Language and Literacy Development support the following teacher education programs:

Early Childhood through Middle Childhood (grades Pre-K-6)

Middle Childhood through Early Adolescence (grades 1-8)

Early Adolescence through Adolescence (grades 6-12)

The Language and Literacy Development Department prepares education majors to create classroom environments in which students build and refine their abilities to read, write, listen and speak effectively. In addition to studying factors that affect language development, students experiment with various assessment and instructional strategies for language and literacy development. Students complete observation and practicum experiences in area schools. All courses meet the accreditation standards of the Wisconsin Department of Public Instruction and the International Reading Association.

## Literacy Minor

The Language and Literacy Development Department offers an undergraduate 23 credit Literacy minor for Elementary Education majors. With the addition of eight graduate credits, two years of regular classroom teaching experience, and a passing score on the Foundations of Reading Test, Literacy minors may apply for the #316 K-12 Reading Teacher Certification.

The following courses make up the 23 credit Literacy minor sequence:

RLA 307 Emergent Literacy

RLA 314 Developmental Literacy Upper Elementary-Middle School

RLA 318 Content Area Reading in the Middle/Secondary School

RLA 340 Children and Adolescent Literature Across the Curriculum

RLA 350 Literacy and the Exceptional Child

RLA 352 Literacy Intervention Programs

*\*Please note: The literacy minor is under revision and the updated sequence will be implemented during the spring semester 2016.*

## COURSE DESCRIPTIONS

### RLA 307 Emergent Reading and Writing Instruction

(5 Cr.)

This course is designed to help students understand the relationship between language and literacy development and acquire and apply the skills necessary to support the developmental process in children from birth through age 6. Students are required to participate in a clinical practicum through Cardinal Stritch University's partnership with an external agency where students serve those who may otherwise not be served.

### RLA 312 Developmental Literacy Pre-K - Primary

(5 Cr.)

This course focuses on the language and literacy development of pre-kindergarten through primary grade-level students while taking into account the diversity among learners. Students will learn how to assess, plan, and instruct students in the areas of reading, writing, listening, and speaking. The use of children's literature and technology is explored for appropriate incorporation into instruction. Field teaching one class session each week is a course requirement. Prerequisite: Admission to the Advanced sequence, ED 304 or concurrent, RLA 307.

### RLA 314 Developmental Literacy Upper Elementary - Middle School

(5 Cr.)

This is an introduction to teacher and student strategies for promotion of word identification, fluency, comprehension, study skills, and written expression; selection of appropriate literature, practice materials, and technology; exploring formats for organizing classroom instruction; and procedures for assessing and monitoring learner progress. Prerequisite: RLA 312.

### RLA 316 Meeting Literacy Needs Middle School Students

(2 Cr.)

This course focuses on the literacy needs of middle school students as they deal with increasingly sophisticated materials. Particular areas of focus are motivation, comprehension, narrative and expository text, content-area reading, and writing.

### RLA 318 Reading/Language Arts in Middle-Secondary School

(4 Cr.)

This course aims to enable prospective middle/secondary school teachers to help students read and study the expository materials used in content areas. Students learn how to: 1. describe learner, text and context variables when making assignments; 2. assess learner behaviors with a variety of tasks involving the reading/language arts; 3. utilize various teacher and learner-directed strategies for developing mature reading/language arts abilities. Students also participate in practicum experiences. Prerequisite: RLA 312, RLA 314 or concurrent.

**RLA 340 Integrating Children's Literature Across the Curriculum  
(3 Cr.)**

Trade books are being used in many classrooms today as tools intended to enrich the curriculum and make learning meaningful. In this course, students investigate the possibilities and limitations of this trend as they read widely within the world of children's and adolescent literature and plan ways to successfully integrate it into multiple subject areas.

**RLA 345 Literature for Middle-Secondary School Students  
(3 Cr.)**

This course explores literature that appeals to the special needs and expectations of middle/secondary school learners, ages 10-18, from various socio-cultural groups. Students discuss young adult books, censorship and various uses of the reading/language arts for developing literary appreciation and critical thinking in content areas. Students also learn how to create an open, trusting atmosphere for classroom discussions about contemporary life and insights into human feelings.

**RLA 350 Literacy and the Exceptional Child  
(3 Cr.)**

This course focuses on the factors that contribute to learning difficulties as related to literacy development. This knowledge can be applied to plan appropriate instruction for children experiencing literacy difficulties. Content includes legal issues, definitional issues, historical foundations, neurological processes, interventions, and curricular modifications.

**RLA 352 Literacy Intervention Programs  
(3 Cr.)**

This course is designed to provide pre-service teachers with the opportunity to apply the knowledge base acquired in previous coursework to the teaching of reading to elementary, middle/junior high, and senior high students. A second, but equally important, requirement of the course is to identify reading problems, develop appropriate instruction, and write a progress report for each student. Collegial sharing and discussion of instructional issues takes place during seminars. This is the final course in the prescribed sequence of the literacy minor. Prerequisite: RLA 307, RLA 312, RLA 314, RLA 318, RLA 340, RLA 350. Lab Fee Required.

# INTEGRATED LEADERSHIP PROGRAM (INLS)

The Integrated Leadership Program is specifically designed for undergraduate students who want to understand the nature of leadership and desire to be influential on campus, in the community, and as professionals in their major field of study. Through coursework, reflection, and action, you will experience the challenge of leading yourself and others to effect positive change.

For more information, contact Preston Cosgrove at (414) 410-4366 or [pbcosgrove@stritch.edu](mailto:pbcosgrove@stritch.edu).

## Certificate in Integrated Leadership

### Working Track: 12 Credits

Designed for all students in the College of Business and Management and College of Nursing and Health Sciences, and students who work a minimum of 20 hours/week and study in the College of Arts and Sciences and College of Education and Leadership

- INLS 101 Introduction To Leadership or SEM: Foundation of Leadership
- INLS 301 Organizational Leadership
- INLS 311 Moral Leadership
- INLS 391 Leadership Practicum

### Emerging Track: 10 Credits

Designed for students in the College of Arts and Sciences and College of Education and Leadership who do not work a minimum of 20 hours/week and are involved in campus organizations/clubs

- INLS 101 Introduction To Leadership or SEM: Foundation of Leadership
- INLS 301 Organizational Leadership
- INLS 311 Moral Leadership
- INLS 381 Leadership Capstone (1 credit)

## COURSE DESCRIPTIONS

### INLS 100 Civic Leadership Practicum

(1 - 2 Cr.)

This course develops leadership capabilities and social justice awareness in emerging young leaders of varied backgrounds through service-learning experience and classroom instruction. This course is designed to give students practical application of theory, typically in a workplace setting or the community. Prerequisite: One semester of college experience.

### INLS 101 Introduction to Leadership

(3 Cr.)

This course provides an introduction to leadership study and involvement. Students examine the concept, historical background, and theoretical perspectives of leadership through readings, conversations with current leaders, class discussions, and activities.

### INLS 190 Campus Leadership Practicum

(2 Cr.)

The campus leadership practicum provides students with hands-on leadership experience through a project that benefits the campus community. Students engage with appropriate campus organizations -- student clubs, academic departments, centers, etc. -- to apply and develop their leadership abilities to meet needs and opportunities that exist on the Stritch campus.

### INLS 301 Organizational Leadership

(3 Cr.)

This course focuses on the role, knowledge, and skills required to lead a group or organization, with an emphasis on intelligence, effective change, creativity, systems thinking, planning, trust, and conflict resolution.

### INLS 311 Moral Leadership

(3 Cr.)

This course explores the moral and ethical responsibilities of leadership, allowing students to focus on understanding and developing competencies to become value-centered, service-oriented leaders. Rooted in a Franciscan perspective, students also will develop a personal philosophy of service and leadership guided by a sound moral and ethical framework.

### INLS 321 Franciscan Leadership

**(3 Cr.)**

The course explores the core values of St. Francis of Assisi in relationship to his leadership influence and the implications on contemporary leadership. Students focus on understanding and developing competencies to become a value-centered, service-oriented agent for change by examining the nature of coherent Franciscan leadership.

**INLS 381 Leadership Capstone**

**(1 Cr.)**

This course provides an opportunity for students to finish their leadership certificate coursework through an analysis and synthesis of their previous courses and experiences, culminating in the creation of a transformational leadership model.

Prerequisite: INLS 101, INLS 301, and INLS 311.

**INLS 391 Leadership Practicum**

**(3 Cr.)**

This course provides an opportunity for students to finish their leadership certificate coursework by using their leadership philosophy as a lens to analyze the alignment with their current workplace. The experience culminates in the creation and application of a transformational leadership model for their future. Prerequisite: INLS 101, INLS 301, and INLS 311.

# RUTH S. COLEMAN COLLEGE OF NURSING AND HEALTH SCIENCES

## Mission

The mission of the Ruth S. Coleman College of Nursing and Health Sciences is to create a challenging and affirming scholarly community, guided by the Franciscan Values, where faculty and students develop knowledge, skills, and attitudes that advance health, healthcare, and the healthcare profession through leadership, learning, and service.

## 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.

## Nursing Philosophy

### CLIENT

The client is defined as a person, family, group, community, or population in need of nursing care to regain, retain, or improve their physical and mental health. The client has a unique view of health and illness, and responds to internal and external factors. Clients have the right to have their beliefs, values, and practices respected.

### HEALTH

Health is the expression of the client's physical, mental, emotional, social, and spiritual being at any given point in time and is impacted by the environment.

### ENVIRONMENT

Environment is ever-changing and complex. It includes the surrounding context, milieu, conditions or atmosphere which makes up the learning and/or client environment (ANA, 2010\*).

### NURSING

According to the American Nurses Association (2010)\* definition, "Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations." Client centered care is provided in and across all environments.

### LEARNING

Learning is an interactive and life-long process that is measured through the achievement of outcomes.

### LEARNER-STUDENT

The student navigates their learning in partnership with faculty to apply their knowledge from all courses to improve client health outcomes and advance the profession of nursing. The learner is an active participant in the learning process who helps determine his/her own learning needs, engages in self-learning, and seeks opportunities for personal growth. The learner brings to the interactive process prior knowledge, skills, and abilities attained from life experiences as well as prior education.

### EDUCATION

The Ruth S. Coleman College of Nursing and Health Sciences offer the full range of nursing programs: Associate degree in Nursing (ADN); Bachelor of Science in Nursing (BSN); RN to BSN; and Master of Science in Nursing (MSN). Levels of practice are differentiated in the programs. Leveling programs promote career laddering and gives students an opportunity to realize their mission as individuals, professional nurses, and responsible members of society. A seamless transition between nursing education levels is valued.



### EDUCATOR

The nurse educator designs a challenging, affirming and scholarly environment that prepares 21st century nurse leaders who collaborate with the interprofessional team to build bridges for a healthier community. Instruction is guided by Franciscan values, professional standards, nursing knowledge, and expertise that emphasize compassion and valuing the individual to meet the needs of diverse learners.

The nurse educator structures learning experiences to promote knowledge, skills, and abilities for nursing practice at the associate, baccalaureate, and masters levels. *Associate degree in nursing education* prepares the nurse to provide direct care for individual clients with common, well-defined health problems in structured settings. *Bachelor degree in nursing education* prepares the nurse to provide direct and indirect care to individuals, families, groups, and communities with complex health care needs in a variety of settings. *Master's degree in nursing education* prepares the nurse to use evidence-based methods to provide healthcare and to enhance the role of the nurse as a leader and educator. Each level of education provides a foundation for the next higher level of nursing education.

\*American Nurses Association, (2010). *Nursing: Scope and standards of practice- (2nd ed)*. Silver Spring, MD.

## NURSING (NRS, NUR)

The Ruth S. Coleman College of Nursing and Health Sciences offers two undergraduate programs.

The Bachelor of Science in Nursing (BSN) Program prepares an individual to practice as a registered nurse (RN) in any setting affecting health at an entry level. The BSN Program is rooted in Franciscan values with a liberal arts foundation. The BSN Program graduate is eligible to take the National Council Licensure Exam –Registered Nurse (NCLEX-RN) to practice as an RN with the approval of the State Board of Nursing.

The Registered Nurse to Bachelor of Science in Nursing Program (RN to BSN) prepares ADN or diploma graduates to practice professional nursing with a broad knowledge base. The BSN program and the RN to BSN program are accredited by the Commission on Collegiate Nursing Education. The BSN program is approved by the Wisconsin State Board of Nursing.

Commission on Collegiate Nursing Education

One Dupont Circle, NW Suite 530

Washington, DC 20036-1120

Phone: (202) 887-6791

[www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)

## ASSOCIATE OF SCIENCE IN NURSING (ADN)

The Associate of Science in Nursing (ADN) program is no longer accepting new applicants. Students enrolled in the ADN program are progressing through the curriculum and expected to complete the program prior to August 2016. For degree requirements, current students should refer to the Undergraduate Catalog in effect at the time they began the program. Students are held to all other University policies (academic or otherwise) as outlined in the **current** catalog regardless of the time at which they began their program.

# BACHELOR OF SCIENCE IN NURSING (BSN)

## ADMISSION TO BSN PROGRAM

The admission policies of the BSN Program adhere to the general admission policies and procedures of the University. The BSN Program is a direct entry program provided:

- Freshmen, within 1 year of high school graduation have a:
  - minimum 2.75 cumulative high school GPA;
  - minimum ACT score of 21 or SAT combined score of 980 or higher on the combined SAT critical reading and math.
  
- Freshmen, out of high school more than 1 year have a:
  - minimum 2.75 cumulative high school GPA or minimum 250 GED (general education development);
  - ASSET with minimum scores:
    - Reading: minimum score of 40
    - Plus, one of the following two:
      - a. Math: minimum score of 40
      - b. English: Minimum score of 41
  
- Transfer students, with a minimum of 12 college credits, have a:
  - minimum 2.75 cumulative GPA from regionally accredited institution(s)
  - Successful completion (C-) of college-level English and Mathematics QR
  - ASSET with minimum scores
    - a. Reading: minimum score of 40
    - b. Plus, one of the following two:
      - 1. Math: minimum score of 40
      - 2. English: minimum score of 41
  - Must provide letter of good standing if previously enrolled in a nursing program.
  
- Re-entry students, not previously enrolled in nursing program
  - cumulative GPA in Stritch coursework on a minimum of 12 college-level credits.
  
- Current students, non-ADN Program
  - cumulative GPA in Stritch coursework on a minimum of 12 college-level credits.
  
- Current students in ADN Program
  - must be in good standing in the ADN Program to transfer to the BSN Program.

## ADMISSION APPEALS

Applicants who do not meet admission requirements to BSN Program, but do meet minimum admission requirements to the University, have the opportunity to appeal to the CONHS. Appeals must be made within 30 days of notification of an admission decision. Appeals will be reviewed by the CONHS Admissions, Progression, and Retention Committee. Their decision is final. Applicants pursuing an appeal must provide:

- Cover sheet for appeal
- Letter of Appeal signed by the applicant
- Three letters of recommendation from an objective source, such as a professional reference (supervisor/mentor), a guidance counselor, a faculty member/teacher, etc. Letters should be on official letterhead, signed by the reference and submitted directly to the Office of Undergraduate Admissions.

## ADDITIONAL PROGRAM REQUIREMENTS

Following are not admission requirements, but will be required prior to enrolling in NUR 224 Adult/Geriatric Health – Chronic Care:

- CNA certification
- Health screening

- Drug screening
- CPR
- Criminal background check

## PROGRESSION IN THE BSN PROGRAM

- All developmental courses must be satisfactorily completed prior to taking a nursing course.
- A cumulative GPA of 2.5 or better on a scale of 4.0 each semester in courses taken at Stritch.
- The attainment of a minimum grade of 85% (B-) is required in each nursing course.
- For nursing courses with clinical component, the student must average an 85% on examinations, achieve an 85% (B-) on the Clinical Professional Evaluation Tool, AND achieve "satisfactory" in clinical performance.  
*Written work will be included in the final course grade only if an 85% average has been achieved on examinations. This percentage grade for written work may change the overall percentage grade achieved. This overall percentage grade will determine the final grade for the course. A clinical unsatisfactory will be reported to the Registrar as a "D" for the entire course.*
- A student, who receives a grade of less than 85% (B-) and/or a withdrawal final grade, twice in the same course or in two different courses is deemed "program ineligible" and will not be permitted to continue in the BSN Program.
- All incompletes must be removed before progressing in the nursing major.
- The attainment of a minimum grade of C is required in designated support courses. These courses are:  
EN 102 Research Writing  
BL 111 Anatomy and Physiology I  
BL 112 Anatomy and Physiology II  
PS 190 Life-Span Human Development  
MT 113 Applied Algebra for Health Sciences  
CA 108 Interpersonal Communication  
BL 202 Microbiology  
BL 203 Microbiology Laboratory  
CA 340 Professional Communication  
ED 203 Principles of Health Teaching  
Moral/Ethical Reasoning elective  
BU 209 Healthcare Economics  
Students may repeat two designated support courses, one time.
- Enrollment in each nursing course with a clinical component is based on available clinical space. There is a process for determining who will be registered and accepted into nursing courses. Priority is listed from highest to lowest:
  1. Students who enroll and progress in nursing courses in sequence.
  2. Students whose pre-planned academic plan is designed such that it does not follow the full-time BSN curricular plan.
  3. Students who are out of the nursing sequence for a semester due to personal reasons (illness, pregnancy, family, etc.).
  4. Transfer students who are currently enrolled for this semester and who plan to enroll in a nursing course during the next semester.
  5. Students who are repeating a course for the following reasons as prioritized: 1)withdrew, satisfactory, 2)withdrew, unsatisfactory, 3)unsuccessful in course
  6. Students who are out of the nursing sequence for a semester to repeat a support course or raise GPA.

Failure to meet these progression criteria may result in the student not being able to complete the BSN Program requirements.

## RE-ADMISSION TO THE RUTH S. COLEMAN COLLEGE OF NURSING AND HEALTH SCIENCES

A student who has been academically dismissed from the CONHS may appeal to be re-admitted to the CONHS. A student will be allowed to be re-admitted to the CONHS one time. The appeal is handled by the CONHS Admission, Progression, and Retention Committee. The procedure for re-admission is as follows:

- Submit the application which consists of a cover sheet and letter providing 1)background related to academic performance and 2)plan for academic success
- Once the application is received the Committee will notify the student of the timeframe for decision making; the student will be invited to attend the meeting; a support person may be present, but they may not speak on behalf of the student
- The student will be informed of the Committee's decision by letter within three (3) business days

Decisions of the committee can be appealed to the Associate Dean/Dean of the CONHS.

Students who are dismissed from the University, for non-academic violations, must be re-admitted to the University prior to applying for re-admission to the CONHS. See *Disruptive/Threatening Behavior Policy* in the *Cardinal Stritch University Undergraduate Catalog* or the current *Cardinal Stritch University Graduate Catalog*.

## **POLICY FOR TRANSFER OF CREDIT FOLLOWING MATRICULATION**

The expectation is that nursing students will take all courses at Cardinal Stritch University. Once the student has matriculated, credit cannot be transferred to Cardinal Stritch University without prior permission obtained from the registrar. In the event that a conflict in scheduling of a required course occurs, the student may take a specific course at another institution after being granted permission by the Registrar.

## **CLINICAL AND PRACTICUM REQUIREMENTS**

The following are requirements for all students in a clinical or practicum. The clinical and practicum requirements must be current at the beginning of the semester or term and for the duration of the semester or term. All clinical and practicum requirements will be housed in Verified Credentials. The student will be given an orientation to Verified Credentials. The clinical and practicum requirements are as follows:

1. Current history and physical examination by MD, APNP or PA within three months of first CONHS course with a clinical or practicum;
2. Current history of the following immunizations:
  - MMR (measles, mumps, rubella/German measles) OR titer (blood test) to confirm immunization
  - Tetanus, diphtheria, and pertussis (must be within the last ten years)
  - Hepatitis B Vaccine—Documentation of three immunizations/indication that the series of 3 immunizations is in progress) OR signed Declination of Hepatitis-B Vaccination Form OR titer (blood test) to confirm immunization
  - Varicella (chicken pox)—Documentation of dates of two doses; or titer (blood test) to confirm immunization
  - Influenza (flu)—An influenza immunization is required each fall when the immunization becomes available or prior to the start of the spring semester clinical or practicum  
*A waiver is acceptable if reason for exemption is documented by a healthcare provider or clergy; the clinical agency may not accept a student for clinical or practicum or may require additional precautions for the student during the clinical or practicum*
3. Tuberculosis
  - Annual Tuberculin (TB) Skin Test, QuantiFERON – Gold test (QFT-G), T-SPOT.TB test (T-Spot) or other acceptable assay for the purpose of screening for TB
  - If a student has had a positive TB skin test, an initial chest x-ray is required with an annual evaluation by a healthcare provider assessing for TB symptoms and a chest x-ray done every 3 years;
4. CPR
  - Current American Heart Association Healthcare Provider BLS prior to the first nursing class with a clinical or practicum component
  - Certification is for two years and must be renewed to maintain current CPR certification
1. Certified Nursing Assistant (CNA) certification, Licensed Practical Nurse (LPN)
  - A copy of current CNA certification from a state registry or state issued card; or
  - A copy of current LPN license
6. Criminal background check completed prior to the first course with a clinical or practicum
7. 10-panel drug screen completed prior to the first course with a clinical or practicum component

During the CONHS programs, students are required to notify the course coordinator or Program Chair of any physical or health problems that may affect student or client safety. At the discretion of faculty, a CONHS student may be required to obtain a statement from a physician regarding current health status and a recommendation regarding continuing safe clinical practice.

## **WITHDRAWALS FROM OR FAILURE IN NURSING COURSES**

The last date a student may withdraw from or change to audit status in a nursing course is consistent with the policy described in the General Academic Policy section of this catalog. This date is published in the syllabus for each nursing course. Drop

forms are available from the Nursing Academic Advisor or the Chair of the BSN program. If a student withdraws from a course that is a prerequisite or corequisite for another course they are taking in the same semester, the student must withdraw from both courses.

## LICENSURE

State law mandates that an applicant to the Department of Regulation and Licensing Board of Nursing who has a pending criminal charge or has been convicted of any crime or ordinance violation shall provide the board all related information necessary for the board to determine whether the circumstances of the arrest or conviction or other offense substantially relate to the circumstances of the licensed activity (Wisconsin Administrative Code: Rules of the Board of Nursing N2.04 {7}). Further information can be found on the Wisconsin Department of Safety and Professional Services website at: <http://dsps.wi.gov/Home>

In order to practice as a Registered Nurse in the State of Wisconsin, a person needs to take the National Council Licensure Exam – Registered Nursing (NCLEX-RN) examination. The NCLEX-RN is administered year-round via Computerized Adaptive Testing (CAT). Eligibility for examination is determined by the Wisconsin Board of Nursing. The application process for the licensure can be found on the Wisconsin Department of Safety and Professional Services website at: <http://dsps.wi.gov/Home>

During the last nursing course, NUR 428 Transition into Professional Practice, applications for RN licensure will be completed and filed with the Wisconsin Department of Regulation and Licensing or the state of licensure if not Wisconsin. The information for application to the National Council of State Boards of Nursing will also be given in NUR 428.

A *Statement of Graduation or Completion* is submitted by the BSN Program Chair to the State Board of Nursing only upon completion of all requirements for the BSN Program and graduation have been met. The Board of Nursing will issue a temporary permit when the *Statement of Graduation or Completion* is received and the *Request for Temporary Permit for Registered Nurse or Licensed Practical Nurse* on file with the Board of Nursing. This procedure follows that stated in the Wisconsin Administrative Code Statutes and Rules of the Board of Nursing. The application process for the temporary permit can be found on the Wisconsin Department of Safety and Professional Services website at: <http://dsps.wi.gov/Home>

Upon successfully passing the examination, a license will be issued to practice as a Registered Nurse in Wisconsin. Students applying for licensure in another state are responsible for obtaining the application from the state where licensure is desired and following the procedure for licensure as regulated by that state.

## MAJOR REQUIREMENTS

Class periods are arranged by the Registrar and may vary in length and frequency to the extent that the total schedule allows. Ordinarily, classes meet for fifteen 50-minute periods per credit hour. Laboratory sessions usually receive one credit for two contact hours or 100 minutes. One credit of clinical is equal to three clock hours or 180 minutes.

### BSN Curriculum Design

The BSN Program uses the American Association of Colleges of Nursing (AACN) *Baccalaureate Essentials* (2008) as a framework for developing, defining, and revising the curriculum. The document can be found at <http://www.aacn.nche.edu/education-resources/essential-series>. In addition, the American Association of Nursing *Nursing: Scope and standards of practice*, American Nurses Association *Code of Ethics for Nurses*, and the *Quality and Safety Education for Nurses* (QSEN) competencies for pre-licensure graduates was also used to guide the curriculum. The QSEN competencies can be found at <http://qsen.org/competencies/pre-licensure-ksas/> The *Baccalaureate Essentials* document addresses nine end-of-program competencies.

The BSN Program is offered in a traditional, face-to-face semester format. Each course is offered every fall and spring semester. Courses that have a lab or clinical component are identified by the theory and clinical/lab credit allocation in parenthesis. The curriculum is as follows:

**Curriculum for this program is currently in the final review process. Course descriptions, credits, and course numbers will be posted as soon as they are available. Curriculum information is subject to change.**

### Semester I

Stritch Seminar – (3 credits)

BL 111 Anatomy & Physiology I – (4 credits)

CORE Elective – (3 credits)

CA 108 Interpersonal Communication – (3 credits)

EN 102 Research Writing or CH 107 Fundamental Chemistry if needed or Elective – (3 credits)

**Semester II**

NUR 110 Foundations of Professional Nursing Practice – (3 credits)

BL 112 Anatomy & Physiology II – (4 credits)

PS 190 Life Span Human Development – (3 credits)

Moral/Ethical Reasoning elective (PL 102 Introduction to Bioethics recommended) – (3 credits)

**Semester III**

NUR 210 Health Assessment – (4 (3/1) credits)

NUR 212 Pathophysiology I – (3 credits)

ED 203 Principles of Health in Teaching – (3 credits)

BL 202 Microbiology – (3 credits)

BL 203 Microbiology Laboratory – (1 credits)

Elective – (3 credits)

**Semester IV**

Pharmacology – (3 credits)

Adult/Geriatric Health - Chronic Care – (6 (3/3) credits)

MT 113 Applied Algebra for Health Sciences – (3 credits)

BU 209 Healthcare Economics – (3 credits)

**Semester V**

NUR 300 Nutrition for Health – (3 credits)

NUR 310 Evidence-Based Nursing Practice – (3 credits)

NUR 314 Mental Health – (4 (3/1) credits)

NUR 420 Population Focused Health – (4 (3/1) credits)

**Semester VI**

NUR 322 Maternal Newborn Health – (4 (3/1) credits)

NUR 324 Pediatric Health – (3 credits)

CORE class – (3 credits)

CORE class – (3 credits)

**Semester VII**

NUR 410 Pathophysiology II – (2 credits)

NUR 412 Adult/Geriatric Health – Acute Care – (7 (3/4) credits)

NUR 414 Holism and Diversity – (3 credits)

Nursing Elective – (2 credits, choose 1)

NUR 415 Critical Care Nursing – (2 credits)

NUR 417 Spiritual Health – (2 credits)

NUR 419 Latino/Hispanic Focused Health – (2 credits)

**Semester VIII**

NUR 424 Leadership for Change – (3 credits)

NUR 428 Transition into Professional Practice – (6 (2/4) credits)

CA 340 Professional Communication – (3 credits)

Elective – (3 credits)



# REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING PROGRAM

The Registered Nurse to Bachelor of Science in Nursing (RN to BSN) program is designed for registered nurses who are looking for enhanced career opportunities, promotions, and continuing education. The program is designed to promote participative learning through individual and group projects, which enhance critical thinking, effective communication, and professional growth. Knowledge, skills, and experience gained in the RN to BSN program have influence on students' current practices.

The program is conveniently offered in a format that meets working students' needs, allowing them to maintain full-time jobs while earning their bachelor's degrees. As members of cohort learning groups, students' nursing classes are presented in a blended, accelerated format, which offers online and face-to-face instruction on evening per week. Two clinical nursing courses require students to be available all day on their dedicated class day. The college core courses are presented completely online.

Students participate in a variety of activities that promote team work such as group activities during face to face time, group work outside of class, and participation in their collaborative learning communities for their online work. The RN to BSN program can be completed in approximately two years.

## ADMISSION TO THE RN TO BSN PROGRAM

The admission policies of the Ruth S. Coleman College of Nursing and Health Sciences adhere to the general admission policies and procedures of the University. In addition, all applicants who enter the RN to BSN program must:

- Possess an Associate of Science in Nursing degree or a diploma in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Accrediting Commission for Education in Nursing (ACEN)
- Have an overall 2.33 GPA on a scale of 4.0, which includes all nursing and non-nursing course work
- Possess a license to practice as a Registered Nurse in Wisconsin prior to clinical courses

### Transfer

- Students transferring into the College of Nursing and Health Sciences from another institution must meet the same criteria for entry courses and admission to the major as do those students continuing after completion of the University's Associate Degree in Nursing Program.
- Transfer students will be considered for credit for prior learning on an individual basis. A minimum of 15 credit hours in nursing must be taken at Cardinal Stritch University.
- Transfer of nursing credits require evaluation by the Registrar and Chair of the RN to BSN program to determine the applicability of upper-level nursing courses in the RN to BSN program.

## PROGRESSION IN THE RN TO BSN PROGRAM

- A cumulative GPA of 2.33 or greater on a scale of 4.0 in courses taken at Cardinal Stritch University is required for progression in the RN to BSN program.
- The attainment of a minimum grade of 83% (C+) is required in each nursing course.
- To be successful in any nursing course in the RN to BSN program, students must average at least 83% on individual course work as a minimum passing criteria. If a student does not achieve a minimum average of 83% on his/her individual work, then the average which was individually achieved will be the final grade for the course. If a student has achieved an average score of 83% or greater for his/her individual work, then study team work scores will be averaged with the individual score to determine the final grade. For students who have met the minimum individual passing score requirement (of 83%), the final course grade may be increased or decreased by the study team scores.
- Prior to participating in either clinical course (NUR 420 and NUR 430), the student will be asked to submit required health and background check documentation as well as evidence of RN licensure in Wisconsin.

Failure to meet these progression criteria will result in dismissal from the RN to BSN program.

## RE-ADMISSION TO THE RUTH S. COLEMAN COLLEGE OF NURSING AND HEALTH SCIENCES

Students who withdraw from the RN to BSN program or are unable to progress may seek re-admission by applying to the admissions, progression and retention committee of the Ruth S. Coleman College of Nursing and Health Sciences. The procedure for readmission to the University follows that described in the Stritch student handbook.

## **POLICY FOR TRANSFER OF CREDIT FOLLOWING ENROLLMENT**

The expectation is that the nursing student will take all courses at Cardinal Stritch University. Once the student has enrolled, credit cannot be transferred to Stritch without prior permission obtained from the Registrar and the Ruth S. Coleman College of Nursing and Health Sciences Dean or Program Chair. In the event that a conflict in scheduling of required courses occurs, the student may seek granting permission.

## **MAJOR REQUIREMENTS**

Number of credits for Bachelor of Science in Nursing: 120

A credit hour is generally equivalent to a minimum of 50 minutes of classroom study, 100 minutes of laboratory experience, or 150 minutes of internship/clinical experience; or a combination of the foregoing, multiplied by the number of weeks in the term.

A semester credit hour is equivalent to a minimum of 750 minutes of classroom contact plus appropriate outside preparation, 1,500 minutes of supervised laboratory plus appropriate outside preparation, 2,250 minutes of internship/clinical experience; or a combination of the foregoing.

## **RN TO BSN CURRICULUM DESIGN**

### **College Core Course Requirements**

*Many of these credits are earned through prior coursework*

Effective Communication - Oral and Written

EN 102 Research Writing (3 cr.)

CA 108 Interpersonal Communication (3 cr.)

Quantitative and Technological Literacy

MT 113 Applied Algebra for Health Sciences or MT 120 Applied Statistics (3 cr.)

Franciscan Heritage and Values/Local and Global Engagement

SEM 103 Stritch Seminar for Health Professionals (3 cr.)

Moral and Ethical Reasoning

PL 102 Introduction to Bioethics (recommended) (3 cr.)

Physical and Natural World

BL 111 Anatomy and Physiology I (4 cr.)

Human Societies

PS 190 Life-Span Human Development (3 cr.)

HS 202 Modern Civilization 1815-present (3 cr.) *(this course also counts for Cultural Awareness)*

Spiritual Understanding

REL 104 World Religions (3 cr.)

Aesthetic Values (Expression)

MU 107 Survey of American Music (3 cr.)

Auxiliary Requirements

BL 202 Microbiology (3 cr.)

BU 209 Healthcare Economics (3 cr.)

Prior ADN Coursework (34-38 cr.)

Arts & Sciences free electives (14-19 cr.)

### **Nursing Course Requirements**

NUR 300 Nutrition (3 cr.)

NUR 310 Evidence Based Nursing Practice (3 cr.)

NUR 405 Information Management and Health Care Technology (3 cr.)

NUR 406 Promoting Optimum Health in Chronic Disease (3 cr.)

NUR 414 Holism and Diversity (3 cr.)

NUR 420 Population Focused Health (4 cr.)

NUR 424 Leadership for Change (3 cr.)

## **COURSE DESCRIPTIONS**

### **NRS 113 Health Promotion and Maintenance II**

**(4 Cr.)**

This course focuses on promoting and maintaining health with clients with psychiatric or psychosocial problems. Critical thinking skills will be used to analyze therapeutic nursing interactions; group process; family process; and personal beliefs, values and attitudes. Emphasis will be placed on communication and the therapeutic use of self in the provision of care. Students also will be introduced to contemporary issues in mental health nursing. Students who register for this course must also register for clinical NRS 113L for the same term. Prerequisite: CA 108, NRS 105, NRS 109, PS 202. Lab Fee Required.

### **NRS 114 Health Promotion and Maintenance III**

**(3 Cr.)**

This course focuses on promoting and maintaining health with childbearing families. Critical-thinking skills will be used to analyze therapeutic nursing interactions; professional communications; family process; and personal beliefs, values and attitudes. The students will be introduced to contemporary issues in maternal-child nursing. Students who register for this course must also register for clinical NRS 114L for the same term. Prerequisite: CA 108, NRS 105, NRS 109, PS 202. Corequisite: NRS 113. Lab Fee Required.

### **NRS 211 Health Restoration I**

**(7 Cr.)**

This course focuses on common, well-defined health problems of clients across the life span. Emphasis is placed on the application of the nursing process to restore the health of clients in structured health care settings. Students who register for this course also must register for clinical NRS 211L in the same term. Prerequisite: NRS 111, NRS 215, BL 202. Corequisite: NRS 213.

### **NRS 213 Pharmacology**

**(3 Cr.)**

This course addresses concepts of pharmacology as a modality for meeting the health needs of clients across the life span. Prerequisite: NRS 215, BL 202.

### **NRS 215 Pathophysiology**

**(3 Cr.)**

This course examines the physiology of altered health states and the adaptations that occur as a response to these changes across the life span. It provides a framework for understanding the clinical symptoms of disease and illness. Prerequisite: NRS 105, BL 112. Corequisite: BL 202.

### **NRS 223 Associate's Degree Nursing Seminar**

**(2 Cr.)**

This course explores principles of leadership, management, trends, and issues as they relate to the practice of associate's degree nursing. Corequisite: NRS 321.

### **NRS 321 Health Restoration II**

**(8 Cr.)**

This course builds on content in Health Restoration I. It continues to explore the nursing role in meeting health restoration needs of clients across the life span. Students who register for this course also must register for clinical NRS 321L for the same term. Prerequisite: NRS 211, NRS 213. Lab Fee Required.

### **NUR 110 Foundations of Professional Nursing Practice**

**(3 Cr.)**

This course will introduce students to the foundations of professional nursing practice. The course will discuss the provision of care from a holistic perspective based on the cultural and spiritual needs of a client, professional standards, ethical and legal influences on practice. Prerequisite: Admission into BSN program; all developmental courses completed. Lab Fee Required.

### **NUR 210 Health Assessment**

**(4 Cr.)**

This course provides students with the knowledge and skills required to assess the health of diverse clients across the lifespan. A systems approach will be used with a focus on expected findings and abnormal variations. Prerequisite: BL 111, BL 112, PS 190. Corequisite: NUR 110. Lab Fee Required.

### **NUR 212 Pathophysiology I**

**(3 Cr.)**

This course focuses on the basic pathophysiological concepts of disease process, illness, associated clinical manifestations, diagnostic tests, and results. Prerequisite: BL 112. Corequisite: BL 202, NUR 210.

### **NUR 222 Pharmacology**

**(3 Cr.)**

This course introduces pharmacological nursing practice across the lifespan utilizing a conceptual approach. The nurse's professional role related to pharmacotherapeutics in diverse populations is examined. Safety, legal responsibility and minimization of risk potential are discussed. Evidence-based pharmacological and pathophysiological concepts are integrated to promote therapeutic understanding of client response, adverse reaction and client-centered education. Health care system protocols, communication methods, and informatics related to pharmacotherapeutics are included. Common drug classes and their corresponding pharmacokinetics, pharmacodynamics, and pharmacotherapeutics are presented. Prerequisite: BL 202, BL 203, NUR 210 and NUR 212 .

### **NUR 224 Adult/Geriatric Health - Chronic Care**

**(6 Cr.)**

This course focuses on common health needs and chronic illnesses experienced by the adult and geriatric client. The framework for providing and understanding nursing care will be introduced through the nursing process. The provision of nursing care will focus on the client-nurse relationship, client-centered care, and the healthcare environment. The clinical component will take place in sub-acute settings. Prerequisite: NUR 210, NUR 212. Lab Fee Required.

### **NUR 300 Nutrition for Health**

**(3 Cr.)**

This course introduces principles of nutrition for clients across the lifespan. Nutritional needs of clients experiencing health and illness and the impact of environment, mental, emotional, social, spiritual, and cultural factors will be addressed. Therapeutic application based on clinical reasoning in client teaching will be emphasized. Prerequisite: NUR 210, CH 107 or basic chemistry, BL 112, BL 202, BL 203, or an RN associate degree or diploma in nursing from an accredited nursing program.

### **NUR 310 Evidenced Based Nursing Practice**

**(3 Cr.)**

This course introduces the research process and evidence-based practice in nursing. Interrelationships between theory, practice and research are discussed. Research is applied to clinical practice to improve quality, safety and patient outcomes. Legal and ethical considerations are examined. Prerequisite: RN to BSN:MT 113 and RN associate degree or diploma in nursing from an accredited nursing program; BSN: MT 113 and NUR 110.

### **NUR 314 Mental Health**

**(4 Cr.)**

This course focuses on nursing care of diverse clients experiencing mental illness. Emphasis is given to factors that influence the development of mental illness, person-centered care, communication, and the nurse-client relationship. Methods to reduce stigma toward clients with mental illness and strategies to promote quality care outcomes will be addressed. The clinical will take place in an acute care setting. Prerequisite: NUR 212, NUR 222, NUR 224. Corequisite: NUR 300, NUR 310, NUR 420.

### **NUR 326 Nursing Research**

**(3 Cr.)**

The focus of this course is on the research process within the context of nursing. Nursing research is analyzed and critiqued to determine clinical applicability of research findings. Prerequisite: MT 120.

### **NUR 400 Independent Study**

**(1 - 2 Cr.)**

Independent study course.

### **NUR 405 Information Management and Healthcare Technologies**

**(3 Cr.)**

This course explores the integration of the clinical information systems for information management and analyzes health care technology's impact on care delivery for the purpose of achieving client outcomes and improving safety and quality.

### **NUR 406 Promoting Optimum Health in Chronic Disease**

**(3 Cr.)**

This course focuses on chronic disease processes and essential educational aspects needed to maintain and promote optimal health of clients experiencing chronic alterations in health. Risk factors, concepts and issues related to complex physiological and psychosocial alterations in clients are examined. Emphasis will be placed on professional nursing interventions and correlating client education which facilitate optimization of health for clients living with chronic illness.

**NUR 410 Pathophysiology II****(2 Cr.)**

This course builds on basic pathophysiology with a focus on acute and complex disease and illness across the lifespan. The disease process, pathophysiology, associated clinical manifestations, and diagnostic tests of acute and complex illness are addressed. Together with Pathophysiology 1, the course provides a comprehensive understanding of pathophysiology and an introduction to inter-professional management. Prerequisite: NUR 322, NUR 324.

**NUR 414 Holism and Diversity****(3 Cr.)**

This course focuses on providing holistic care for diverse and vulnerable populations. The impact of nurses' personal behaviors, beliefs, values, and bias on the delivery of quality care are examined. Sociocultural, economic, legal, political, and historical factors influencing healthcare policy and healthcare delivery are explored. The interconnectedness of body, mind, emotion, spirit, culture, relationship, context, and environment on health are explored. The influence of the nurse's personal health, self-care, and self-renewal and how these factors affect client care is analyzed. Integrative health care practices are introduced. Prerequisite: RN with an associate degree or diploma in nursing from an accredited nursing program.

**NUR 418 Introduction to Educational Resources in Nursing****(3 Cr.)**

This course examines selected teaching/learning theories. Introductory knowledge related to the use of educational resources and technology in professional nursing practice is provided. Informatics as an expanded practice domain in nursing is explored.

**NUR 420 Population - Focused Health****(4 Cr.)**

This course focuses on health promotion and disease prevention for diverse populations. Environmental health, epidemiology, prevention, and emergency preparedness are examined in the context of populations served within a community. Franciscan values are demonstrated through advocacy for vulnerable populations. Emphasis will be placed on promoting mental health and meeting the needs of populations experiencing mental illness. Clinical takes place in community settings where clinical prevention and population-focused interventions are areas of focus. Prerequisite: RN to BSN: NUR 310 and RN associate degree or diploma in nursing from an accredited nursing program; BSN: NUR 222 and NUR 224. Corequisite: BSN:NUR 310 and NUR 314.

**NUR 422 Trends and Issues in Nursing****(4 Cr.)**

This course explores current trends and issues that affect the practice of the professional nurse. Challenges in health care delivery, nursing practice, and the necessity of actively participating in the nursing profession are the major themes. Prerequisite: NUR 420.

**NUR 424 Leadership for Change****(3 Cr.)**

This course examines leadership theories, trends, and issues in health care. The role of the professional nurse as a member of inter-professional teams in health care delivery systems is emphasized. Analysis of individual leadership styles and commitment to professional growth is completed to identify their role in facilitating practice excellence.

**NUR 428 Transition into Professional Practice****(6 Cr.)**

This capstone course supports the transition from the role as student nurse to that of professional nurse. Leadership, healthcare team coordination, accountability, inter and intra-professional communication, change practices, evaluation of information systems, and safe, coordinated care delivery are areas of focus. Application of Franciscan values in provision of developmentally and culturally competent person-centered evidence-based care is emphasized. Clinical will occur in a variety of settings and will provide experiences that align with entry level nursing practice in order to facilitate a smooth student transition. Prerequisite: NUR 410, NUR 412, NUR 414. Corequisite: CA 340, NUR 426.

**NUR 430 Change Capstone**

**(4 Cr.)**

This course is designed to provide the baccalaureate nursing student with an experiential learning practicum, in a setting where healthcare is delivered or health is influenced and allows the student to integrate new practice related knowledge and skills. Students will integrate knowledge of nursing research, leadership and nursing theories to design, implement, and lead a project that will improve client outcomes. Prerequisite: RN with an associate degree or diploma in nursing from an accredited nursing program.

# BACHELOR OF SCIENCE IN RESPIRATORY THERAPY COMPLETION PROGRAM

The Ruth S. Coleman College of Nursing and Health Sciences offers a Bachelor of Science in Respiratory Therapy (BSRT) Completion program for registered respiratory therapists in an online format. The courses are taught over six- or twelve-week time periods.

## ADMISSION TO THE BSRT COMPLETION PROGRAM

The admission policies of the Ruth S. Coleman College of Nursing and Health Sciences adhere to the general admission policies and procedures of the University. In addition, all applicants who enter the BSRT Completion program must:

- Have attained the RRT credential from the National Board for Respiratory Care (NBRC)
- Have an overall 2.33 GPA on a scale of 4.0, which includes all respiratory therapy and non-respiratory therapy course work
- Have current respiratory care licensure in their state of residence and/or employment

### Transfer/Articulation

- Students articulating from a Wisconsin Technical College System (WTCS) Program (who fall under 1997 curriculum requirements and after) will transfer 70 total credits from the A.A.S. in Respiratory Therapy. Of these 70 transfer credits, 23 credits minimum will be applied to the liberal arts core courses.
- A student must earn credits to meet all core obligations. These liberal arts core courses may be taken at Cardinal Stritch University or transferred from another university or college.
- If a student is articulating from a non-WTCS school, falls outside articulation criteria, or has additional credits over 23, the evaluation of non-respiratory therapy articulation/transfer credit will be done on a case-by-case basis through the admissions department of Cardinal Stritch University.
- Transfer of respiratory therapy credits requires evaluation by the Registrar and chairs of the BSRT Completion program to determine the applicability of upper-level respiratory therapy courses in the BSRT Completion program.

## CAREGIVER BACKGROUND CHECKS

Effective October 1, 1998, the Caregiver Background Check and Investigation Legislation (1997 Wisconsin Act 27) requires all persons who provide care for others or who have access to people who receive care to have a criminal background check. The goal of the law is to protect children and adults who are being cared for by others.

To be compliant with this law and in cooperation with the clinical agencies Cardinal Stritch University utilizes, the Ruth S. Coleman College of Nursing and Health Sciences is requiring respiratory therapy students in service learning courses and **optional clinical courses** to undergo a background check. The criminal background check needs to be completed prior to admission to the program and will be done at the time of registration. Background checks are considered valid for a 3-year period. After that time, a new background check is required.

A complete background check, as prescribed under Wisconsin (or applicable state) law, includes:

- A completed self-disclosure Background Information Disclosure Form;
- An electronic status check of professional licenses and credentials through the Department of Regulation and Licensing;
- An electronic criminal history search from the Department of Justice; ~~and~~
- An electronic review of records kept by the Department of Health and Family Services for any substantiated findings of abuse or neglect and license restrictions or denials.

Based on the information obtained, additional research may include an out-of-state criminal history search, a tribal court criminal history search, a check of relevant military records, and a check of county or other local records. Students may be required to meet with the College of Nursing and Health Sciences Dean with subsequent reporting to the clinical agency as necessary.

## PROGRESSION IN THE BSRT COMPLETION PROGRAM



- A cumulative GPA of 2.33 or greater on a scale of 4.0 in courses taken at Cardinal Stritch University is required for progression in the BSRT completion program.
- The attainment of a minimum grade of 83% (C+) is required in each respiratory therapy course.

Failure to meet these progression criteria will result in dismissal from the BSRT Completion program

## **RE-ADMISSION TO THE RUTH S. COLEMAN COLLEGE OF NURSING AND HEALTH SCIENCES**

Students who withdraw from the BSRT Completion program or are unable to progress may seek re-admission by applying to the admissions, progression and retention committee of the Ruth S. Coleman College of Nursing and Health Sciences. The procedure for re-admission to the University follows that described in the Cardinal Stritch University student handbook.

## **POLICY FOR TRANSFER OF CREDIT FOLLOWING ENROLLMENT**

The expectation is that the nursing student will take all courses at Cardinal Stritch University. Once the student has enrolled, credit cannot be transferred to Stritch without prior permission obtained from the Registrar and the Ruth S. Coleman College of Nursing and Health Sciences dean or program chairs.

## **MAJOR REQUIREMENTS**

Minimum number of credits for Bachelor of Science in Respiratory Therapy: 120

A credit hour is generally equivalent to a minimum of 50 minutes of classroom study, or 45 hours per 3-credit course.

## **BSRT COMPLETION CURRICULUM DESIGN**

Courses in the BSRT Completion program are taught in an accelerated format. Courses are taught one at a time throughout the year with short breaks. The length of the program is dependent on the number of credits (respiratory therapy and non-respiratory therapy) that the student transfers in. The general length to program completion is two years.

**The curriculum for this program is currently in the final review process. Course descriptions, credits, and course numbers and will be posted as soon as they are available. Curriculum information is subject to change.**

### **BSRT Completion Curriculum**

#### **College Core Required Support Courses**

History, Religious, Philosophical Foundations

REL 235 Religious/Ethical Principles for Health Sciences

Philosophy Elective (PL 203 Recommended)

Foundations of Human Society

PS 201 General Psychology

PS 202 Life-Span Human Development

Social Science/History Elective (HS 202 Recommended)

Natural Science and Mathematics

BL 111, 112 Anatomy And Physiology I, II

BL 202 Microbiology

MT 120 Applied Statistics

Literature and Fine Arts

Literature Elective (EN 150 Recommended)

Art/Music/Fine Arts Elective (MU 107 Recommended)

Communication

EN 101 Written Comm. I

EN 102 Written Comm. II

CA 108 Interpersonal Comm.

CA 210 Group Comm.

Arts and Sciences Free Electives

#### **Required Upper Level Respiratory Therapy Courses:**

Eight 3-credit and two 4-credit respiratory therapy courses will be required to be taken by all students for a total of 32 credits.

- Transitions to Professional Health Services/Stritch Seminar

- BU 209 Healthcare Economics
- RESP 311 Advanced Concepts in Mechanical Ventilation
- RESP 301 Advanced Concepts in Respiratory Disease
- Respiratory Care Research
- RESP 306 Advanced Hemodynamic Monitoring and Assessment
- Service Learning in Respiratory Care/Health Care
- RESP 321 Leadership for Change
- Respiratory Therapist as an Educator
- Concepts in Critical Care & Emergency Pediatric Respiratory Care

## **COURSE DESCRIPTIONS**

### **RESP 301 Advanced Concepts in Respiratory Disease**

**(3 Cr.)**

This course will focus on the pathophysiology of cardiopulmonary diseases and/or disorders using evidence-based practice through a case management approach. While the course will provide an overview of specific diseases/disorders, students will be expected to utilize critical thinking skills to evaluate disease/disorder processes in order to develop a comprehensive patient care plan and patient education materials. Discussions will encompass current treatment strategies, patient education, and development of a comprehensive care plan. Prerequisite: Admission into the Respiratory Therapy program.

### **RESP 306 Advanced Hemodynamic Monitoring and Assessment**

**(3 Cr.)**

This course will provide an understanding of the cause and effect of mechanical ventilation and the effect of ventilation on the lung as an organ and the imposed effect on the cardiac system. Students will be expected to utilize critical thinking skills in the completion of assigned case studies. Course content and discussions will encompass an overview of the pulmonary and cardiac anatomy, concepts regarding ventilation, resistance, and compliance, the impact of positive end expiratory pressure, dead space, alveolar stress, ventilator-induced lung injury, transpulmonary and transesophageal pressures, cellular anatomy, respiration, and metabolism, evaluation of the pulmonary spirogram, and indirect calorimetry. Prerequisite: Admission into the Respiratory Therapy program.

### **RESP 311 Advanced Concepts in Mechanical Ventilation**

**(3 Cr.)**

This course will examine advanced concepts, modes, ventilation and weaning strategies, and equipment used in the treatment of patients requiring mechanical ventilation. While the course will provide an overview of advanced concepts regarding mechanical ventilation, students will be expected to utilize critical thinking skills in the completion of assigned case studies. Course content and discussions will encompass the implementation of ventilation strategies, considerations regarding evidence-based weaning strategies, nutrition and humidification considerations, utilization of advanced respiratory pharmacologic agents, and ethical considerations regarding mechanical ventilation. Prerequisite: Admission into the Respiratory Therapy program.

### **RESP 321 Leadership in Respiratory Therapy**

**(3 Cr.)**

This course examines leadership theories, trends, and issues in health care. The role of the professional respiratory therapist as a member of inter-professional teams in health care delivery systems is emphasized. Analysis of individual leadership styles and commitment to professional growth is completed to identify their roles in facilitating practice excellence. Prerequisite: Admission into the Respiratory Therapy program.

# ONLINE CONSORTIUM OF INDEPENDENT COLLEGES AND UNIVERSITIES (OCICU)

Stritch is a member of OCICU, which gives students the opportunity to take classes online if certain conditions are met. Students must receive departmental approval before they can enroll in any OCICU courses. All other prerequisites included in the course descriptions must also be met. Students are eligible to take a course through OCICU only if the online course dates fall within the Stritch semester dates. Below is the list of current OCICU course options available to Stritch students. This list is subject to change depending on course availability and department approval. Students should speak with their academic advisor for further information.

## OCICU COURSE DESCRIPTIONS

### **AC 321 Government and Not-for-Profit Accounting (3 cr.)**

OCICU course (Regis University, AC 460). This course is an in-depth study of accounting principles and procedures as applied to governmental and not-for-profit organizations, including hospitals, colleges and universities, and health and welfare organizations.

### **ART 151 Art Appreciation (3 cr.)**

OCICU course (St Leo University, ART 123) This course will cover basic terms, theories, and techniques of the artist; major art movements; media in the visual arts. As a General Education course, Art Appreciation promotes a respect for the contribution of artists over the ages and a deepened understanding of how art is important to the individual and society as a whole. This course is writing intensive and reflects the University's Benedictine values of excellence, community, and personal growth.

### **BL 215 Environmental Issues (3 cr.)**

OCICU course (Southern New Hampshire, SCI 219). This course provides a fundamental understanding of the various processes necessary to support life on Earth. It examines how human activities and philosophies (individual, business, cultural, and others) generate environmental issues and threaten these processes, and offers sustainable alternatives to these activities. Topics include ecology, populations, agriculture, desertification and deforestation, water and ocean pollution, air pollution including ozone depletion and acid rain, global warming, natural resource depletion, solid and hazardous wastes, energy including fossil fuels and nuclear power, economies, and sustainability.

### **BU 315 Management Theory and Practice (3 cr.)**

OCICU course (University of the Incarnate Word, BMGT 3340). Course focuses on the theories, concepts, and functions of management with emphasis on both the context and content of management practices. The contextual component focuses on managerial skills, the evolution of management thought, organizational culture and environment, international management, social responsibility and managerial ethics. The content component focuses on the functions of management, to include decision-making, planning, organizing, leading and controlling.

### **BU 362 Conflict Management (3 cr.)**

OCICU course (Regis University, COM 408BA411). This course prepares students to identify, avoid, and manage common types of conflict within organizations. Presents communication styles and strategies for working through conflict.

### **BU 363 Ethical Decision Making in Business (3 cr.)**

OCICU course (Regis University, BA 495). This course focuses on ethical problems, which arise in the business setting. This course emphasizes the individual decision maker in the entry-level position, as opposed to the managerial level. We will study the various philosophical and social/psychological decision systems that can be used to resolve ethical problems.

### **BU 364 Project Management (3 cr.)**

OCICU course (Regis University, BA 458). Identifies tools and processes of project management with emphasis on organizational structures and resources for successful management. Includes tools and techniques for project planning, staffing and budgeting.

**BU 365 Organizational Behavior****(3 cr.)**

OCICU course (Regis University, BA 454). Emphasizes organizational environment and behavior concepts. Focuses on human resources and system ideas, motivating employees, job satisfaction, leadership, managing change, communication and group processes, employee counseling, interpersonal and group dynamics.

**BU 460 Strategic Management****(3 cr.)**

OCICU course (Regis University, BA 465). This course is designed for adult learners to become familiar with the key business elements associated with Strategic Management. It will allow the student to gain an understanding of strategy formulation and implementation within the competitive environment. Emphasis is on the integration of knowledge acquired in this course by way of assessment (audit) of a current given business situation.

**EC 102 Personal Financial Planning****(3 cr.)**

OCICU (Southern New Hampshire, FIN 250). This course provides an overview of personal financial decision-making. The course uses the life cycle approach and emphasizes financial planning for each phase of life. Topics covered include career planning, budgeting, use of credit, insurance, investments, retirement planning and income tax planning.

**EC 350 Money and Banking****(3 cr.)**

OCICU course (Regis University, BA 433). Studies the nature and functions of money and credit including the variety and growth of banking functions and the influence on banks of the Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing, and the gross national product.

**EN 210 Survey of Major Writers of the 20th Century****(3 cr.)**

OCICU course (Saint Leo University, ENG 311). A study for non-English majors of the most significant and influential movements of the 20th century as those movements have shaped the course of human experience. Provides an opportunity for students to discuss and analyze a broad range of writers from several countries, drawing on cultural and ethnic issues particularly relevant to those writers.

**EN 234 The English Language****(3 cr.)**

OCICU course (Southern New Hampshire University, ENG 350). An introduction to selected topics in English linguistics, including dialects, usage, history, semantics and phonology. The languages of racism, sexism, advertising and propaganda also are considered.

**MT 108 Contemporary Mathematics****(3 cr.)**

OCICU course (Regis University, MT 204). This course presents topics in contemporary mathematics of interest to the liberal arts student. Contemporary Mathematics emphasizes the use of mathematics in everyday life with a variety of real world applications for mathematical concepts such as set relationships, percentages, statistics, probability, and the management of finances. Other topics deal with the natural world and how we calculate natural growth, represent geometric shapes, create pictures, and analyze sounds.

**MT 116 College Algebra****(3 cr.)**

OCICU course (Regis University, MT 201). Includes algebraic operations, equations and inequalities, functions and their graphs, solution of polynomial, exponential and logarithmic functions, and linear systems of equations.

**MT 121 Introduction to Statistics****(3 cr.)**

OCICU course (Saint Leo University, MAT 201). Development of the fundamental statistical methods, including graphs, measures of central tendency and variation. Inferential statistics includes a basic review of the concepts of probability, binomial probability, normal distribution, CLT, confidence intervals, hypothesis testing, regression analysis, and correlation. Use of statistical software packages. Applications to business, social science, education, and environmental science.

**MU 128 Introduction to Music**

**(3 cr.)**

OCICU course (Saint Leo University, MUS 123). Develops an understanding of, and appreciation for, the most important composers and styles from music history and develops critical and intelligent listening skills.

**MU 129 American Popular Music**

**(3 cr.)**

OCICU course (University of the Incarnate Word, MUS 13350). This is an introductory course in ethnomusicology. It presents cultural, cross-cultural, anthropological, and musical integration of unfamiliar cultures of the world. There is an emphasis on field study and research.

**PL 202 Introduction to Philosophy**

**(3 cr.)**

OCICU course (Regis University, PL 250). Conveys a sense of what philosophy has been and engages students in a philosophical reflection on perennial and contemporary issues. Emphasizes knowledge, freedom, value and society.

**PL 205 Ethics**

**(3 cr.)**

OCICU course (Regis University, PL 360). This course examines and assesses philosophical justifications for morality. It investigates ethical theories and their application to contemporary moral problems.

**PS 203 Introduction to Psychology**

**(3 cr.)**

OCICU course (Regis University, PY 250) Introduces the science of behavior and mental processes through a systematic study of representative areas of psychology.  
(Saint Leo University, PSY 121). A survey of the major areas in psychology. Principal topics covered are physiological bases of behavior, personality, mental disorders and treatment, social influences, and other basic issues. The course introduces students to the broad spectrum of theories used in understanding human behavior. Prerequisite: MAT students only

**PS 204 Introduction to Psychology**

**(3 cr.)**

OCICU course (Southern New Hampshire University, PSY 108). This course is an introduction to various areas of psychology, including scientific investigation, motivation, personality, intelligence, behavioral deviation, perception, learning and human development. It provides a basis for further study in related areas.

**PS 222 Child and Adolescent Development**

**(3 cr.)**

OCICU course (Southern New Hampshire University, PSY 311). This course is an in-depth study of childhood and adolescent developmental issues. Field research, case studies and observations will be required. Prerequisite: PS 101

**PS 313 Psychology of Motivation and Emotion**

**(3 cr.)**

OCICU course (Saint Leo University, PSY 432). This course is designed to broadly survey psychological theory and research on motivation. We will review a number of major theories that explain what factors initiate, energize, direct, and sustain behavior from a biological, behavioral-learning, and cognitive perspective. The role of emotions in motivation will also be considered. In reviewing these topics we will also discuss the strengths and limitations of each theoretical perspective. Prerequisite: PS 101

**REL 211 Religions of the World I: Western Religions**

**(3 cr.)**

OCICU course (Saint Leo University, REL 223). A study of Western religions, including religions of non-literate societies and ancient religions, Judaism, Christianity, and Islam.

**REL 213 World Religious Traditions I**

**(3 cr.)**

OCICU course (Regis University, RC 220A). Introduces the basic concepts of Hinduism, Buddhism, Confucianism and Taoism, and their values and practices. Emphasizes enriching the Western mind and facilitating inter-cultural understanding.

**REL 214 World Religious Traditions II**

**(3 cr.)**

OCICU course (Regis University, RC 220B). Surveys the basic concepts, values and practices of Judaism, Christianity and Islam. Compares religions, their beliefs, behaviors, and affect on individual outlooks and cultural interaction.

**REL 236 Bio Ethics**

**(3 cr.)**

OCICU course (Saint Leo University, PHI 324). Examines moral problems that arise in the practice of medicine. Various theories about what is good and what is right are considered and related to bio-ethical and socio-ethical issues.

**SC 213 Sociology of Social Problems**

**(3 cr.)**

OCICU course (Southern New Hampshire University, SOC 213). Students in this course analyze contemporary social problems in America and other societies. Issues include economic limitations, class and poverty, race and ethnic relations, sexism, ageism, and environmental and population concerns.

**SC 303 Sociological Theory**

**(3 cr.)**

OCICU course (Saint Leo University, SOC 323). This course is designed to provide an analysis of the fundamental principles and concepts underlying social theory. Attention will be given to an evaluation of major sociological theories, both classical and contemporary. It is also designed to provide students an arena in which to learn and practice the skills of theoretical critique, construction, and how the theory can be useful in application and intervention.

## **ADMINISTRATION AND FACULTY INFORMATION**

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