GRADUATE

Catalog
2020-2021

CARDINAL
STRITCH
UNIVERSITY

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PREFACE

As the official academic catalog of Cardinal Stritch University, this publication lists all courses and programs in the graduate curriculum, graduation requirements, and academic and financial policies in effect as of the beginning of the fall term, 2020. The information in this catalog is based on the most current information available at the time of publication.

Cardinal Stritch University regularly reviews its policies and procedures to ensure their clarity and consistent application, as well as compliance with all applicable federal and state laws and regulations and best practices.

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

The Academic Calendar and the Exam Schedule can be found online on the University's Web site at https://www.stritch.edu/students/academic-calendar.

ACCREDITATION AND MEMBERSHIPS

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

Cardinal Stritch University is also accredited by the:
Accreditation Commission for Education in Nursing
Accreditation Council for Business Schools and Programs
Commission on Collegiate Nursing Education
Wisconsin State Department of Public Instruction

The Ruth S. Coleman College of Nursing and Health Sciences Bachelor of Science program is approved by the Wisconsin State Board of Nursing.

Cardinal Stritch University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.
Minnesota Office of Higher Education
1450 Energy Park Dr., Suite 350
St. Paul, MN 55108
www.ohe.state.mn.us
651-642-0567

The University also holds institutional memberships in the following major professional associations:
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
Association of Catholic Colleges and Universities
Association of Franciscan Colleges and Universities
Association of Governing Boards
Association of Catholic Colleges and Universities
Council for Adult and Experiential Learning
Council of Independent Colleges
Educause
Franciscan Federation
National Association of Independent Colleges and Universities
National Association of Intercollegiate Athletics
National Council for State Authorization Reciprocity Agreement
Online Consortium of Independent Colleges and Universities
Wisconsin Association of Independent Colleges and Universities
Wisconsin Campus Compact
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, making peace, showing compassion, and reverencing all creation as we embrace and cultivate the diversity of all of God's creation.

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 by serving and caring for the poor and oppressed; having concern for justice issues; taking responsible social action; offering unselfish service
Reverencing all creation by respecting all creatures; fostering a simple lifestyle; promoting human dignity and empowerment of people; and exhibiting concern for environmental issues
Striving for making 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.

CIVIC ACTION STATEMENT

At Cardinal Stritch University, we are committed to acting in ways that align with our Franciscan values of creating a caring community, making peace, reverencing creation, and showing compassion. We will continue to speak out about the civic issues of the day, and we will be civically engaged locally and globally because we are called to do so spiritually, philosophically, and pragmatically. Our commitment will be evident in our campus dialogues and strategic thinking, curricular and co-curricular development, community partner relationships, and in our fervent desire to instill the power of servant leadership into every Stritch graduate.

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 the College of Nursing. The Board of Trustees of the institution reaffirmed its commitment to maintaining its Catholic and Franciscan identity, its Franciscan values, its rootedness in the liberal arts, the primacy of the faculty teaching role, the accessibility of faculty and staff, small class sizes, courses taught by faculty, providing undergraduate and graduate education, providing traditional and non-traditional approaches to education and continuing its community service outreach efforts.

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

In 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 ministers, primarily of the Milwaukee Catholic Archdiocese.

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

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

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.

In 2020, the four colleges were reconfigured to align more efficiently and effectively with the student populations being served. The College of Arts and Sciences, the College of Business and Management, and the College of Education and Leadership merged into two colleges: the College of Undergraduate Studies and the College of Graduate Studies. The Ruth S. Coleman of Nursing and Health Sciences remained as its own college.

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 3000 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 and Minnesota as well as online.

FACULTY AND STAFF

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

LOCATION OF THE CAMPUS

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

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

ADMISSION TO GRADUATE PROGRAMS

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

ADMISSION PROCEDURE AND REQUIREMENTS

When applying for admission, applicants are encouraged to submit an application at least one month in advance of the starting date of their first semester and discuss program details including admissions, financial aid progression requirements prior to course registration. Non-degree students can enroll on a space-available basis up to the beginning of classes. Students who register for a course without having determined a program of study with an advisor proceed at their own risk.

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

EVALUATING STUDENTS WHO DELAY STARTING THEIR PROGRAM

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

RE-ENTRY STUDENTS

All graduate students who have withdrawn from Cardinal Stritch University must resubmit an application for admission. Official transcripts of any courses taken since leaving the University must also be submitted. Due to the University requirement that all transcripts from prior institutions be on file for all active students, all official transcripts may need to be resubmitted. Readmission will not be considered for any former student with an outstanding balance or who has an active Student Affairs/Development or Office of the Registrar registration hold on his or her record. These holds may include, but are not limited to: current grade point average, cumulative grade point average, prior academic record and prior academic or social misconduct issues.

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

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

A student wishing to appeal the re-entry policy must appeal in writing. The student should submit an appeal letter to the academic advisor who will forward the student's written request to the appropriate program chair and College Dean. The

College Dean, in consultation with the program chair and/or Associate Dean, shall write a recommendation to the Vice President for Academic Affairs. The Dean's recommendation shall include the rationale for the recommendation and the impact on the student. The Vice President for Academic Affairs shall make the final decision and respond to the student's request.

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

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

Re-entry into the Doctoral Programs
Students who have been out of courses for less than six months may be readmitted upon receipt of a written request. The student and Program Chair will jointly determine the point of re-entry.

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

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

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

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

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

Students in the evening/online business programs may take up to 9 credits as a non-degree student. Additional information may be obtained by contacting an enrollment counselor.

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

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

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

- **Provisional admission** is reserved for students who are currently enrolled in classes at another college or university. Students in this situation may submit unofficial transcripts obtained from the Registrar at the institution in which they are currently enrolled. These applicants must meet minimum standards for admission. A provisional admission status will not be removed until an applicant provides all official admission documentation, and a final application review is conducted, resulting in the appropriate final admission decision. If students are not currently enrolled in classes at another institution, they must submit final/official transcripts from all previous institutions before an admission decision can be made.

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

UNDISCLOSED TRANSCRIPT POLICY

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

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

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

Students Continuing on to Next Degree Level

Students who complete a degree at one level and wish to continue onto a higher degree level at the University must follow all the admissions procedures for the new degree. They must complete all degree requirements and be cleared for graduation for the first degree before being fully admitted to the second degree program if it is at a higher level. In addition, students cannot finish one degree and start the next within the same term; they must wait until the subsequent term to begin their next degree. For example, a student in an evening/online bachelors program who finishes during the fall term (whether in September, November, or December) cannot start the MBA program until the spring term (January or February).

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.

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.

Admissions representatives and Accounts Receivable Specialists will provide students with information regarding tuition, fees, and payment schedules. Financial transactions for students take place in the Business Office, located in the Bonaventure Hall Atrium.

FINANCIAL AID
Cardinal Stritch University offers awards which provide financial assistance to eligible students who are unable to meet their total university expenses. A graduate student that is a US citizen or an eligible non-citizen (permanent resident) that has not defaulted on a student loan or used up their lifetime Stafford loan eligibility generally would qualify for the Unsubsidized Stafford Loan.

The Financial Aid Office determines each student's eligibility for financial assistance using federal methodology. The Financial Aid office will create a Cost of Attendance/Budget for every student based on their enrollment in the award year. Components will include Tuition/Fees, Room and Board, Books & Supplies, Miscellaneous Expenses, and Transportation. This Budget will be used in determining a student's Need and overall award. Students must submit an approved application form annually so that eligibility for assistance can be determined. The methodology assumes that it is the primary responsibility of the student and/or the student's family to pay for university costs as they are able. The ability to pay is determined by examining the family's current financial condition and considering such factors as family income and assets, taxes paid, family size, non-taxable income and benefits, etc.

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

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

Students should complete the Free Application for Federal Student Aid (FAFSA) online at https://studentaid.gov/h/apply-for-aid/fafsa each year.

FAFSAs are available and can be filed October 1st for the next academic year. Students are strongly encouraged to submit their financial aid form(s) by December 1st in order to be eligible for all forms of financial assistance.

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

Financial Aid that a student accepts will be ordered from the various funding sources and disbursed to the student's account, once the student is seated in class for the term. The aid will be used to pay all applicable current charges and any excess will be cut in a check to the student.

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

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

FINANCIAL AID ATTENDANCE POLICIES

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

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

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

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

Examples:

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

The undergraduate and graduate catalogs define the number of credits needed to complete each program.
Students in the standard term programs should complete at least 67% of the credits they attempt in a semester in order to stay on track to complete their program within the maximum timeframe.

Minimum Rate of Successful Course Completion
Students must earn at least 67% of the credits that they attempt. Satisfactory academic progress is checked at the end of each payment period for non-term programs, and the end of every semester (including the Summer term for those enrolled in it) for standard term programs. Credits transferred to the University shall be included in the calculation of attempted and completed credits. Courses in which a student receives an incomplete will be counted as attempted but not as earned credits. Once an incomplete is resolved, a student can notify the Financial Aid Office to have their rate of completion reevaluated. Grades of "W", "WU", and "WF" will be treated as attempted and not earned. Courses that are repeated will be treated as attempted, but only will count as earned credits once. A student can repeat a course that they receive an "F" grade (fail) in,

and receive aid, as many times as it takes to pass the course. A student can repeat a course that they received a "passing" grade in, and receive aid, only once. Courses taken as audit are not counted as attempted or earned credits.

Examples:

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

Qualitative Standards

Minimum Grade Point Average

Students must maintain an acceptable cumulative grade point average (GPA) throughout the duration of their programs. For graduate students, the minimum cumulative GPA shall be 3.0. This will be checked at the end of every semester and/or payment period.

A student's cumulative GPA is calculated using only those credits and grades earned at Stritch. The GPA is computed by multiplying the credit hours for each course by the quality points earned for each grade received. The quality points for all courses recorded are totaled, and this number is divided by the total number of semester credits graded. All courses are included in the computation except those in which grade of "W" (Withdrawal), "WU" (Unofficial Withdrawal), "S" (Satisfactory)", "DV" (Developmental Credit), "I" (Incomplete), and "AU" (Audit) are received. Please note, while a grade of "W" or "WU" are not included in the GPA computation, a grade of "WF" (Failing Unofficial Withdrawal) is.

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

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

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

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

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

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

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

Consequences of failing to meet SAP standards

Financial Aid Warning Status

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

Financial Aid Probation Status

If after a semester of financial aid warning a student has not re-established 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 our Associate Director of Financial Aid. If the appeal is approved, you will receive written notification and eligibility will be reinstated. If it is denied, it will be referred to our SAP Committee. The SAP committee will be comprised of two members of the Financial Aid Office, with one member being the Associate Director, a member of the counseling staff from Financial Aid, and a member of the Academic Advising team. This committee will be responsible for reviewing the appeals and either re-instating eligibility for financial aid via the financial aid probationary status, or placing a student in financial aid suspension status. The decision of the committee is final.

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

FEDERAL LOAN PROGRAMS

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

William D. Ford Federal Direct Unsubsidized Loan Program

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

Students are able to make arrangements to pay the interest as it accrues or they can defer that interest and it will be capitalized prior to repayment. The interest rate is fixed.

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

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

ALTERNATIVE LOANS
Graduate students can also explore and apply for alternative loans from private banks and credit unions. These are not federal loans. Most of these loans offer flexible repayment plans and many will defer payments until after graduation. These are not federally certified - so it is imperative that you know what your interest rates and terms are for alternative loans. They can be much higher than federal options. If you have good credit, however, they can have competitive rates to the federal loans.

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

Scholarships, Internships and Graduate Assistantships
Graduate students should check with their individual graduate department regarding opportunities for these forms of assistance. There is also scholarship information resources found on the Finances & Aid section in http://my.stritch.edu.

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

STUDENT EMPLOYMENT
The Student Employment Program at the University is designed to engage students in intentional personal and professional development while they are working on-campus in a variety of roles. On-campus jobs are available for students with and without financial need, with preference 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. Students are required to register for the Student Employment Program with the Experiential Learning and Career Education office. Please note that 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 professional to develop a job search strategy. For student worker opportunities, please contact the Director of Experiential Learning and Career Education.

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

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

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

Students are encouraged to review the most up to date and current Financial Aid policies by reviewing our Cost and Aid page and Consumer Information page at www.stritch.edu.

GRADUATE STUDIES AT STRITCH

Certificate program is offered in this discipline
- Language Interpretation and Translation Certificate

Licensure programs are offered in these disciplines
- English as a Second Language Licensure
- Reading Teacher Licensure

Master of Arts degrees are offered in these disciplines
- Clinical Psychology
- Language and Literacy
- Pastoral Studies
- Psychology

Master of Business Administration program is offered in this discipline
- Business Administration

Master of Science programs are offered in these disciplines
- Educational Leadership
- Higher Education Student Affairs Leadership
- Management and Leadership
- Nursing
- Regular Education and Special Education
- Special Education
- Sport and Business Recreation
- Teaching

Doctoral programs are offered in these disciplines
- Director of Special Education and Pupil Services Licensure
- District Administrator Licensure
- Doctorate in Language and Literacy
- Doctorate in Leadership for the Advancement of Learning and Service
- Doctorate in Leadership for the Advancement of Learning and Service in Health Care
- Doctorate in Leadership for the Advancement of Learning and Service in Higher Education
- Doctorate in Special Education

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.

CLASSIFICATION

Full-time traditional graduate students are those enrolled for a minimum of 6.0 credits during the fall, spring or summer session. Half-time traditional graduate students are those enrolled for at least 3.0, but less than 6.0 credits per semester. All other traditional graduate students are considered to be enrolled less than half time.

COURSE LOAD

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

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

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

Cardinal Stritch University Definition of Credit Hour
Credit and Time Requirements (always applicable in postsecondary institutions)

Program Lengths
  a. Associate degrees require a minimum of 60 semester credits and the equivalent of two academic years.
  b. Baccalaureate degrees require a minimum of 120 semester credits and the equivalent of four academic years.

c. Post-baccalaureate degrees require a minimum of 30 semester credits and the equivalent of one academic year and must meet additional credit and time requirements according to degree level and title.

d. Postsecondary professionally-oriented non-degree-granting programs in degree-granting institutions have semester, clock hour, and/or other time requirements commensurate with the subject matter and purposes of specific programs.

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

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

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

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

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

For example for students in the MBA Program, in a three-credit course may spend, at a minimum, 24 hours in course instruction for every three semester hours earned (4 hours weekly x 6 weeks = 24 hours).

- Students spend, at a minimum, 24 hours in structured learning team activities for every three semester hours earned (4 hours weekly x 6 weeks = 24 hours).
- In addition, "homework" which equals 24 hours per week in addition to class time is expected of the students through the assignments and outcomes, providing approximately 120 hours of study outside of class per course (20 hours weekly x 6 weeks = 120 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 six week course.
- In this example, the total number of hours dedicated to a three-credit course is 144 hours.

For example, students in the Doctoral Program, 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.

For example, in the **Ruth S. Coleman College of Nursing and Health Sciences**, the following guidelines apply:
MSN

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

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

Verification
Adherence to the definitions of Credit Hours is verified by the details within the syllabi for each course. The faculty member, department chair, and College Deans are responsible for oversight and verification of credit hours. The department chair reviews and evaluates syllabi for all of the courses every semester. Part of the review includes adherence to the Credit Hour policy. In addition, the assessment tools and data are utilized 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 school/college 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.

REGISTRATION
When all admissions procedures have been completed, qualified degree-seeking applicants will receive a letter of acceptance from the Office of Graduate Admissions which includes their advisor's information. Applicants should then contact their advisor to schedule an appointment to plan a program of study.

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

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

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

To be waived out of a particular course, students will need to complete a waiver form that is supplied by their advisor and must be signed by the Office of the Registrar.

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

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

Evening/Online Degree Programs

In evening and online degree programs, a student must drop and add courses prior to the beginning of each course. There is no designated Drop/Add period. Courses can be added and dropped online, however, students are encouraged to contact their academic advisor prior to doing so. Dropped courses will not appear on a student's academic record.

WITHDRAWING FROM A COURSE OR PROGRAM

Traditional Calendar Degree Programs

After the Drop/Add period, a student may not add or drop a course. For courses scheduled in traditional academic terms, a student may withdraw from a course up to the 2/3 point of course meetings. Students in the traditional calendar degree program must withdraw in writing with their academic advisor. Once a student withdraws from a course, he/she is not allowed to "sit-in" on the course for content. The recorded date of the withdrawal will be the date the academic advisor is notified of the student's intent. The student will then receive a grade of "W" for the course.

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

Evening/Online Degree Programs

A student in an evening/online degree program may withdraw from a course up to the 2/3 point of course meetings. 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. Any courses scheduled into the future will receive the designation of a dropped course if the student is withdrawing completely from the University.

For all programs, the department chair can set a withdrawal deadline prior to the 2/3 point of a course when appropriate and in consultation with the Registrar's Office.

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, teacher education and evening business programs). 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 community engaged experiential learning opportunities (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. 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.

Evening/Online Degree Programs
Any short-term absences (one class period) should be reported to the respective instructors. Due to the format of these 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.

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

EMERGENCY/MEDICAL WITHDRAWAL POLICY (STUDENT INITIATED)
Purpose
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 University with the best opportunity for success.

The Emergency Withdrawal Policy provides an opportunity for a student to request time away from Stritch for treatment and recovery in hopes of enabling the student to return to Stritch with the best opportunity for future success without negatively affecting his/her GPA.

Policy
a. An emergency withdrawal withdraws students from all classes and the residence hall (if appropriate). It is a withdrawal from Cardinal Stritch University.
    Emergency withdrawal from an individual course is not permitted unless the student obtains special authorization by the Dean of the College and the Vice President for Student Affairs. The authorization must be completed before the last day of class but after the last date to withdraw without academic penalty (as listed in the current course catalog) and before grades are awarded. Otherwise, emergency withdrawals must be withdrawals from ALL CLASSES.
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 himself/herself.
c. Emergency withdrawals are approved on a case-by-case basis and may be granted when:
    * 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.

- 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.).

d. A student is allowed one Emergency Withdrawal per degree during his/her time of study at Cardinal Stritch University. (Exceptions for any additional emergency withdrawals must be approved by the VP for Student Affairs and will be reviewed on a case-by-case basis.).

e. All Emergency Medical Withdrawal Requests must be submitted within 30 days after the last date of attendance, or by the final day of the term/course (in a non-term program).

- Special permission to receive an emergency withdrawal after any of these deadlines must be granted by the Dean of the College and the Vice President of Student Affairs.)

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 to discuss any ramifications of an emergency withdrawal on your educational plan: advising/advisor and 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 (found online in the Student homepage in My Stritch) and submit within 30 days after the last date of attendance or by the last day of the term/course (in a non-term program). Additionally, supporting documentation from your health care provider must be uploaded with the form and include the following:

- **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 student's 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.

Procedures

a. A student (or proxy) will complete the Emergency Withdrawal Form and submit it online, along with supporting documentation to the Director of Student Support.

b. The documentation will be reviewed by the Emergency Withdrawal Committee composed of the Director of Student Support, Associate Director of the Wellness Center, and representatives of the Business Office, Registrar's Office, and Financial Aid.

c. Following the granting of an Emergency Withdrawal:

- The Director of Student Support will send written authorization of the Emergency Withdrawal to the Registrar, Business Office, Financial Aid Office, Student Life, and Academic Advising.
- The Director of Student Support will notify the student of the committee' (A medical withdrawal does not dismiss students from their financial obligations with the University).
- The Director of Student Support will place an emergency withdrawal hold on the student's account.

d. 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 Vice President for Student Affairs. 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.

e. If applicable, students will be required to move out of University housing within 24 hours (unless special arrangements are made with the Dean of Students).

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 the Re-Enrollment Form (found online on the Student homepage in My.Stritch), in the same portlet where the student originally submitted the medical withdrawal. The student must fill out the form, answer the questions and provide new supporting documentation for returning to Stritch. The form 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.)

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/uploaded with the Re-enrollment Form. For medical withdrawals, documentation must come from the student's health care provider.

e. The student is encouraged to follow up with the Wellness Center upon return to Cardinal Stritch University for assistance in creating and implementing a plan to ensure future academic success and personal wellness.

f. The Director of Student Support will contact the Advisor and/or the Academic Department Chair when a student is granted re-enrollment. The Advisor/Chair may request a meeting with the Director of Student Support to create and implement a plan to ensure student success in their particular academic program.

ADMINISTRATIVE WITHDRAWAL

An administrative withdrawal refers to the involuntary withdrawing of students from enrollment in classes by a faculty member or University administrator. Administrative withdrawals are initiated by officials of the University for compelling reasons, such as registration in violation of university regulations, failure to comply with academic requirements, failure to pay university tuition/fees on time, disciplinary suspension, 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 program/academic advisor.

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

Administrative Withdrawal for Non-Attendance

Cardinal Stritch University requires students to attend courses in order to remain a current student. Students who stop attending some, but not all courses are considered to be "in attendance" at the University and are subject to the withdrawal policies detailed above.

Students who stop attending a course(s) prior to the 2/3 point of the course may be administratively withdrawn by the University and would be assigned a grade of "WU," unofficial withdrawal. Students who stop attending a course(s) after the 2/3 point of the course may be administratively withdrawn by the University and would be assigned a grade of "WF," unofficial withdrawal failing, or the earned grade (as assigned by the instructor).

Students who never attend a course (or who never attended all their courses in a traditional 16-week term) and are assigned a grade ("WU", "WF"," F", etc.) in the course(s) have the right to appeal to have the grade(s) changed to a "drop." If the appeal is successful, the course(s) will be removed from the student's record and any tuition charges for the course(s) will be reversed. Students may submit only one such appeal in their academic career (at each degree level) at the University. Should non-attendance be an issue in a future course or term, retroactive dropping of the course(s) will not be permitted.

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 Vice President for Student Affairs (and in consultation with the Director of Student Support and the Dean of Students 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 Vice President for Student Affairs 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 Vice President for Student Affairs and/or the Director of Student Support or Dean of Students 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 Vice President for Student Affairs.

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

GRADING SYSTEM

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

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

Grade	Quality Points	Explanation
A	4.00	Superior
A-	3.67	
B+	3.33	
B	3.00	Very Good
B-	2.67	
C+	2.33	
C	2.00	Satisfactory
C-	1.67	

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

Incompletes

Students may be granted a grade of Incomplete ("I") if, through extraordinary circumstances, they are prevented from completing course requirements. In order to be eligible for an Incomplete grade, the student must have completed at least 50% of the coursework as determined by the instructor. The instructor is not required to grant a student an Incomplete and will do so only at the explicit request of the student. If a student finds it necessary to request an Incomplete in a course, arrangements must be made with the instructor prior to the end of the course. An Incomplete contract must be completed by the student and the instructor specifying the work to be accomplished, and the default grade that will be issued if the outstanding work is not submitted by the due date. The Incomplete contract must be signed by the student as well as the instructor and submitted to the Registrar's Office.

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

An Incomplete is not intended for retaking a course, retaking part of a course, or to make up any class time or assignments with a different class at a different time. No instructor is to grant an Incomplete unless the student has made this arrangement. Instructors will find the form to request a grade of Incomplete from the Registrar's Office.

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

Directed and Independent Study

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

Auditing

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

In most cases, an audited course costs 50% of the regular tuition price per course. If students wish to take advantage of this discount, they must indicate their intent to audit at the time of registration before the course starts. (The only exception is for students taking traditional calendar courses, who have until the add/drop deadline to change a course status to audit and still receive the discount.)

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

ADDITIONAL MAJORS OR DEGREES

Double Majors
A double major is defined as completing two programs for the same degree at the same time. An example would be students who complete the Master of Science in Teaching and the Master of Science in Special Education at the same time. These students would be considered double majors in teaching and special education, and they would earn one Master of Science degree.

In cases such as this, if some courses fulfill requirements for both majors, students may use up to nine of the same credits for both majors. These credits may be transfer credits or credits earned at Stritch or a combination of the two. Students must complete the course requirements for both (all) major areas, and in no case may either major be fulfilled with fewer than 30 credits. (In the case of the student double majoring in teaching and special education, the student could use up to nine of the same required "completion" credits for both programs.) This applies to graduate level credits only. Any level coursework taken as part of an undergraduate degree may not be used toward a master's or doctoral degree.

Two Degrees
Students can earn two or more degrees in different ways. They may complete two different degrees concurrently, or they may complete and earn a degree and then return to complete and earn a second degree. An example of the former would be a student who pursues the Master of Business Administration and the Master of Science in Managemen and Leadership at at the same time. An example of the latter would be a student who has already received the Master of Science in Teaching and is now returning to earn the Master of Science in Special Education. Students in all of these situations will earn two separate degrees.

If students wish to receive two graduate degrees, and some courses fulfill requirements for both degrees, students may use up to nine of the same credits for both degrees. These credits must have been earned at Stritch. Students must fulfill course requirements for both (all) degrees. This does not include undergraduate coursework. In addition, Masters courses may not fulfill course requirements at the Doctoral level.

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.

Alumni of the University who wish to earn a concentration in the master's degree they have already earned will be considered in-house transfer students. They will not be required to complete the 30-credit residency requirement. In this situation, the student's new concentration will be noted on the transcript, but he/she will not earn a second degree.

This option is only available to Cardinal Stritch University graduates who previously earned a master's degree in the area in which they are now completing a new or additional concentration. A concentration cannot be pursued as a "stand alone" program by those who have not previously earned a master's at Stritch in that area.

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

substantiating transfer coursework. All coursework must have a letter grade ("A" to "F" or equivalent) to be considered. Only graduate coursework with an equivalent grade of "B-" and above will qualify for transfer to graduate degree programs at Stritch.

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

ACADEMIC DIFFICULTIES: WARNING, PROBATION, DISMISSAL

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

Academic Warning

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

Academic Probation

Students who receive a second grade below "B-" or whose cumulative GPA falls below 3.0 will be placed on Academic Probation. These students will have the opportunity to raise their cumulative GPA to the minimum acceptable level of a 3.0 within the next six credits of graduate coursework.

Academic Dismissal

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

- Masters students placed on Academic Probation who fail to raise their cumulative GPA to the minimum acceptable level of a 3.0 within their next six graduate credits will be dismissed from the University.
- Masters students who receive a third course grade below a B- will be dismissed from the University.
- Doctoral students will be subject to academic dismissal from the University if they receive two failing ("F" and/or "WF") grades in credits attempted at Cardinal Stritch University.
- Students who fail to meet the conditional requirements of their admission shall be dismissed from the University.

A dismissal notification letter is issued from the Vice President for Academic Affairs' Office. Any student who wishes to re-enter the University and pursue a different graduate degree after being dismissed must follow the admissions procedures and meet the appropriate requirements for the new program.

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

ACADEMIC GRIEVANCES

If a student feels that there is sufficient reason to question a final course grade or an academic disciplinary action, he/she may initiate a formal appeal process. Grievances of an academic nature should be handled at the department level, beginning with the instructor. This appeal must be made in writing to the instructor no later than 30 days after the final course grades have been posted. If the grievance is not settled with the instructor, the student should take the complaint in writing to the appropriate Department/Program Chair, and Associate Dean where applicable, no later than 10 days after receiving the instructor's written decision.* The Department/Program Chair and Associate Dean will inform and consult the College Dean on all academic grievance matters.** If the matter is not settled at the college level, the student may bring a final appeal to the Vice President for Academic Affairs. Such appeals must be made in writing to the Vice President for Academic Affairs no later than 15 days after having received the written decision of the college. The Vice President for Academic Affairs may refer grade appeals to the appropriate Academic Standards Committee. *Students in the evening Business Program, shall notify their

Academic Advisor for assistance. ** The College of Nursing and Health Sciences Admission, Progression and Retention Committee will review all academic appeals prior to consulting with the Dean of the College.

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

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

ACADEMIC INTEGRITY
General Policy
Inherent in the mission of Cardinal Stritch University is the strong belief in the principle of academic integrity. Students' actions reflect their moral character and, by extension, the University's reputation. Therefore, all students are expected to recognize and to abide by the following policy whether attending courses in-person or online. 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 website. Students should know that documentation formats (APA, MLA, Turabian) vary from department to department, and they should consult the faculty about documentation specifics.

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

OTHER ACADEMIC MISCONDUCT

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

Action and Appeal

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

When a faculty member finds cause to act upon a violation of academic integrity, the student will be notified within ten academic business days of the charge. The faculty member or designate and the student will then meet to discuss the violation and the action to be taken. Possible actions that can be taken include but are not limited to the following:
- Resubmission of an equivalent, but not identical exam, paper, project, etc.;
- A grade of "F" or "Zero" on the exam, paper, project, etc.;
- Failure for the course.

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

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

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

Serious Violations

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

Multiple Violations

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

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

STUDENT CONDUCT CODE

Cardinal Stritch University is committed to the holistic development of each of our students. The University strives to preserve an environment that is conducive to academic pursuit, social growth and individual discipline for all of its students. 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 (inclusive of incidents of dating violence, domestic violence and/or stalking). See the Sexual Harassment and Misconduct 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:
   - 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.

- Providing false information pertaining to a student conduct meeting.
- Disruption or interference with the orderly conduct of an Administrative Hearing Officer or Student Conduct Committee proceeding.
- Attempting to discourage an individual's proper participation in, or use of, the student conduct process.
- 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.
- Harassment (verbal or physical) and/or intimidation of any individual, including witnesses, during, and/or after a student conduct proceeding.
- Failure to comply with the sanction(s) imposed under the Student Conduct Code.
- Influencing or attempting to influence another person to commit an abuse of the Student Conduct Code and process.

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

DISRUPTIVE/THREATENING BEHAVIOR POLICY

Disruptive Behavior

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

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

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

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

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

Threatening Behavior

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

Campus security 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 Vice President for 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 Student Affairs, 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, Student Affairs will investigate complaints made by or against students and will keep records of such complaints and investigations. The Vice President for Student Affairs may require a mental health assessment at the student's expense.

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

After a decision has been made, either the person who made the threat or the threatened may file an appeal with the 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 other electronic devices.

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

If the disruption continues, a faculty member may ask the disruptive student to leave class. If that request is made, the student should do so quietly and without incident. In that situation, it is suggested that the student speak to or submit a written account of the incident to the Dean of Students as soon as possible.

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

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

GRADUATION AND COMMENCEMENT

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

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

APPLICATION FOR DIPLOMA

It is the responsibility of the student wishing to graduate to file an application for diploma. The deadline for filing this application is March 1 for May graduation of the same academic year, August 15 for August graduation of the same academic year, and October 1 for December graduation of the same academic year. All degree-seeking students must apply for their diploma even if not participating in the commencement ceremony in order to graduate from the University. All degree requirements must be completed by the date of graduation.

Diplomas are mailed approximately two months after the graduation date. Diplomas and final and official transcripts will *not* be mailed or released to graduates who have financial obligations to the University.

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

TIME LIMIT

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

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

GPA REQUIREMENT

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

INDIVIDUAL COURSE GRADE REQUIREMENT

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

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

PARTICIPATION IN COMMENCEMENT

The University holds a single commencement ceremony in May of each year in the Milwaukee area. Any associate, bachelor's, or master's degree seeking student not having met all graduation requirements at the time of commencement, but still wishing to participate in the ceremony, must meet the following conditions:
- Students must have all degree requirements met by the August degree conferral date of the same year they wish to participate
- Students must have no more than six credits left to complete their degree requirements
- Students must have met all current financial obligations or entered into a payment plan at the time of application to participate in commencement.
- Students must complete a "Request for Permission to Participate in Commencement Only" form that includes a

printed and signed academic advisor-approved completion plan/advising worksheet identifying all courses that will be taken off campus or completed through CLEP or portfolio with anticipated completion dates, and written approval to take any courses off campus.

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

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

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

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

GENERAL UNIVERSITY POLICIES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

What is FERPA?

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

What are a student's rights under FERPA?

FERPA grants four central rights to students related to those records, files, documents, and other materials that contain information directly related to them that are maintained by the University.
- The right to inspect and review education records maintained by the school;
- The right to seek to amend these records;
- The right to have some control over the disclosure of information from these records; and
- The right to file a complaint with the U.S. Department of Education concerning an allegation that the institution has failed to comply with the Act.

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

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

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

The following information is construed to be directory information, which may be released to the public without a student's permission.
- Name
- Address
- Telephone listing
- E-mail address
- Date and place of birth
- Major field of study
- Participation in officially recognized sports and activities
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent educational agency or institution attended
- Photograph

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

What are the conditions under which other student information may be released without permission?
- 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.

- Release to officials of another school, in connection with a student's efforts to enroll.
- Release to federal and state educational officials, in connection with certain audits.
- Release in connection with a student's request for or receipt of financial aid.
- Release to federal, state and local law enforcement officials, in connection with certain criminal investigations.
- Release to organizations conducting studies for or on behalf of educational agencies or institutions
- Release to accrediting organizations to carry out their functions.
- Release to parents of a student who is their "dependent" within the meaning of the Internal Revenue Code.
- Release to comply with a judicial order, lawfully issued subpoena, or in the case of legal action between the University and the student or his/her family.
- Release to appropriate parties in a health or safety emergency.
- Release of directory information (see section above for details on what Cardinal Stritch University designates as directory information)
- Release to the student him or herself
- Release the results of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime.
- Parents of students younger than twenty-one years old may be contacted when students use or possess alcohol or other drugs.
- In compliance with the U.S. Patriot Act, Stritch may be required to provide to selected U.S. government agencies the following information about international students: name, address, visa classification, academic status, and any disciplinary action taken against the student because of his/her participation in a crime.

Where may one call for more information?
The University registrar can be reached at (414) 410-4081.

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

Record of Requests for Disclosure
Cardinal Stritch University will maintain a record of all requests for 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.

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 https://www.stritch.edu/campus-resources/safety/fire-safety.

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.

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.

Discrimination is defined as disparate treatment that unreasonably limits or denies access to, and benefits of, education, educational resources, co-curricular opportunities, housing, or employment on the basis of race, color, national origin, ancestry, religion, age, gender, marital status, medical condition, sexual orientation, or physical or mental disability.

There shall be no harassment of a student or employee that is prompted by interpersonal conflict, race, color, national origin, ancestry, religion, age, gender, marital status, medical condition, sexual orientation, physical or mental disability or any other reason.

Incidents of harassment and discrimination should be promptly reported to the following university officials. Unless otherwise noted, the address of the following University officials is 6801 North Yates Road, Milwaukee, WI 53217.
- Donney Moroney
  Vice President for Student Affairs/Title IX Coordinator
  dmoroney@stritch.edu
  (414) 410-4329
- Jackie Sukowaty
  Director of Human Resources
  jlsukowaty@stritch.edu
  (414) 410-4022

More information on the University's response to claims of harassment or discrimination can be found in the Student and Employee Handbooks.

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, the ADA Amendments of 2008 and the Fair Housing Act (FHAct to the extent applicable to Cardinal Stritch University).

The ADA definition of a disability is: a "person with a disability" is anyone with a physical or mental condition that substantially limits one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those people who have visible disabilities—persons who are blind, deaf, or use a wheelchair—the definition includes a whole range of 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, and more. In order to offer the appropriate accommodation and assistance whenever possible, documentation of the disability is required by the University.

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 Accessibility Services Coordinator within the Student Support. In order for the Student Support department to notify a student's instructors of granted 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. For more information, please refer to the Student Accessibility Services webpage: https://www.stritch.edu/Students/Student-Services/Student-Accessibility-Services.

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. 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 Accessibility Services Coordinator within the Department of Student Support.

D. Statement of Confidentiality
Accommodation plan 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.

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 Accessibility Services Coordinator who shall, in turn, investigate the complaint in consultation with the Director of Student Support and reply to the complainant in writing within ten days. If the complainant feels that the grievance has not been satisfactorily settled, further appeal may be made to the Special Needs Hearing Committee.

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

If the student needs accommodations in order to fully participate in the committee meeting, he or she should discuss his or her needs with the Accessibility Services 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.

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

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

Alternative Appeal to the Office of Civil Rights (OCR).
A student has the right to file an appeal with the Office of Civil Rights (OCR). Information on this process is available from the:
Customer Service Team - Office for Civil Rights
U.S. Department of Education
Washington, DC 20202-1100
Phone: 1-800-421-3481
TTY: 1-877-521-2172
E-mail: ocr@ed.gov

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:
- Re-assignment of classes, staff or services to an accessible location, or;
- 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 Accessibility Services Coordinator and/or the Director of Student Support.

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

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

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

Academic Support Services
A. Academic Accommodations
Students with disabilities will be supported in their efforts to meet University academic requirements to ensure that the University does not discriminate against them. These supports and accommodations cannot affect the substance of the educational programs or compromise educational standards, nor should they intrude upon legitimate academic freedom. Accommodations 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.

B. Testing and Assessment Accommodations
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 Student Accessibility Services 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.

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.

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.

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 load 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 Dean of Students 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. Student Affairs 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 (all of which can be found at http://www.stritch.edu/Consumer-Information/Complaint-Policy):

Academic-Related Grievances, Appeals, and Concerns
- Appeal of admissions decision (An Admissions Counselor will guide you through process)
- 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 Registrar's Office)
- Appeal to take course at another university and transfer it to Stritch, after one is a Stritch student (Form available from Registrar's Office)
- Appeal to register with an account balance (Contact University Bursar)
- Emergency withdrawal (Contact the Director of Student Support)

Financial Appeals, Grievances, and Concerns
- Appeal of charges (emergency withdrawal)- (Contact the Director of Student Support)
- Financial aid appeal for failure to meet satisfactory academic progress (Undergraduate or Graduate Catalog: Financial Aid-Appeals and Reinstatements) (Associate Director of Financial Aid)
- Scholarship appeal (Contact Associate Director of Financial Aid)
- Appeal to participate in commencement with an account balance (Contact Business Office)
- Financial aid concerns not covered above (Contact Director of Financial Aid)

Program Integrity Rule/Consumer Protection
- Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising
- Alleged violations of State laws or rules relating to the licensure of postsecondary institutions
- Complaints relating to the quality of education other State or accreditation requirements

Ethics/Treatment of Self and Others
- Harassment
- Disability accommodation or grievance
- Sexual abuse/assault/misconduct
- Whistleblower's policy
- Veteran's benefits
- Title IX complaint: Accommodation of medically required pregnancy-related needs, gender equity in athletics or other programs (Contact the Vice President for Student Affairs/Title IX Coordinator
- Discrimination (Contact the Vice President for Student Affairs/Title IX Coordinator)

Student Life Appeals, Grievances, and Concerns
- Appeal of student conduct sanction (Coordinator of Residence Life for residence hall matter, Dean of Students within the Office of Student Life for non-residence hall matter)
- Residence hall residency requirement waiver (Contact Admissions Counselor)
- Medical waiver of meal plan (Contact Dean of Students within the Office of Student Life)
- Housing assignment (Contact Coordinator of Residence Life and/or Dean of Students within the Office of Student Life)
- Appeal to participate in co-curricular activities while on academic probation (Contact the Vice President for Student Affairs/Title IX Coordinator)

Complaints Process

The online complaint form goes automatically to the Student Affairs. Complaints cannot be made anonymously. The Vice President for Student Affairs 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.   Student Affairs 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 annually. 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.

STUDENT SERVICES

ACADEMIC ADVISING
Academic Advising at Cardinal Stritch University helps students achieve their academic, personal and career goals by providing a collaborative and supportive advisor/advisee relationship that is rooted in the Franciscan Values and the Cardinal Stritch University mission. Academic advisors empower Stritch students to meet their full academic potential by providing consistent and accurate information and access to resources and encouragement. Students should work closely with their advisors to connect their strengths to their educational pathways, discuss academic and career goals, and get connected to University resources that will impact their academic success. Academic Advising is most effective when all participants are proactive, engage in the learning process, and reflect on their results. All graduate students are assigned a faculty and/or professional academic advisor.

ATHLETICS
Stritch men and women compete as a member of the National Association of Intercollegiate Athletics (NAIA) and have received local and national recognition as both scholars and athletes. Men's sports include basketball, cross country, soccer, tennis, track and field, and volleyball. Women's sports include basketball, cross country, soccer, softball, tennis, track and field, and volleyball. Cardinal Stritch University offers athletics related financial aid (athletic scholarships). 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 https://stritchwolves.com/.

Recreation and Intramurals
Cardinal Stritch University provides every student with the option to participate in individualized recreational activities.   The primary goal 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 can be accomplished through the participation in lifetime sports, wellness and the effective use of leisure time. A fitness center, an indoor track, and aerobic center and conditioning courses are available on campus for all students.

Schedules of all activities are available at https://stritchwolves.com/.

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.

EXPERIENTIAL LEARNING AND CAREER EDUCATION
The University affirms the importance of experiential learning opportunities embedded in the student experience. These opportunities help students discern and develop their career readiness, mission in life, and contributions to society. Staff members serve as a resource for students as they connect with community organizations and prepare for their experiences. Staff continue to resource students through assisting students in processing their learning in the areas of personal and professional development. Co-curricular and academic departments are supported as they develop learning opportunities with community partners. These opportunities may include community immersion experiences, service-learning projects, individual and group community-solutions projects, practicums, internships, research projects, international immersion experiences, and alternative break experiences.   With all of this students are provided opportunities to apply course content in real world settings, develop valuable insights about themselves and issues facing the world, and have active involvement in career development processes. Students should contact the Experiential Learning and Career Education office to get connected with a career professional who can assist them with their particular needs.

Career Counseling and Development Resources
Career readiness is a significant outcome of the collegiate experience. To this end, the University fosters a learning environment where all members of the University community gain real-world experience and an understanding of the career development process. Value-centered counseling, education, and outreach activities are offered by dedicated career development professionals who help students gain self-knowledge, set goals, and confidently implement related strategies.

Available career development resources:

- Career assessments and interpretations
- Major or career counseling and workshops
- Access to online career exploration materials, interviewing tools, and job postings
- Résumé/ professional writing critique
- On-campus and community job fairs, recruitment connections, and networking opportunities
- Mock interviews and interview strategy development
- Internship information, search process, preparation, and support
- Job search strategy development
- Career management and salary negotiations strategies

Student Employment Program
Student employment plays an important role across the University with numerous departments depending on student employees as a source of skilled labor. On-campus jobs help students gain meaningful work experience and earn money to offset educational expenses. Numerous departments around campus have student worker positions and will hire students as those positions become available throughout the year. Please note there are a limited number of student worker positions available. Each department hires students directly according to their staffing needs throughout the year, and students need to be proactive in their search. The Experiential Learning and Career Education office works with the Financial Aid office, Human Resources office, and on-campus employers to manage an employment system that provides students with fair access to jobs and intentional personal and professional development essential to their career readiness.

All undergraduate students interested in working for one of the on-campus departments are required to register for the Student Employment Program with the Experiential Learning and Career Education office. Registering provides students with important human resource and financial aid information as well as access to valuable career development resources, workshop information, and on-campus job posting announcements. Students interested in locating off-campus part- or full-time employment may schedule an appointment with a career professional to develop a job search strategy.

Urban Fellows Federal Work-Study Program
The Urban Fellows Program offers students the ability to use their Federal Work-Study award to work with a community partner agency. Students typically work 6 to 12 hours per week in a variety of direct service roles, alongside urban leaders in non-profit and civic agencies or organizations.   Urban Fellows participate in required leadership and career development workshops each semester. Students log hours, accomplishments, and reflections on a web-based reporting system. Since the summer of 2008, Stritch students have served with over 50 local agencies that are partnered with Stritch to support the program.

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

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

Discipline-specific computer labs (limited access):
- Psychology: Duns Scotus 019
- Graphic Design: CFA 135 and 218 (limited access)
- Music: CFA 130
- Nursing and Health Sciences: 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

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 a secured network available to all University faculty, staff, students and guests delivered in two ways:
- Wolfnet-Secured: Students faculty, and staff with an active Cardinal Stritch University account, users will be able to log into our network.
- Wolfnet-Guest: Similar to using the Wi-Fi of a hotel or store a log in screen will appear for guest users to accept the terms and conditions.

Computer and E-Mail Accounts

Registered students are given computing and network access privileges. Each person is issued a computer account (user ID and username) 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
- Tax forms
- Various service and application forms

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. (Messages from this university account may also be forwarded to other personal e-mail accounts you securely manage.)

Getting Help

All students can get help through the Help Desk by calling (414) 410-4600 or sending e-mail to: support@stritch.edu. The Help Desk is located in the lower level of Bonaventure Hall, where students can also receive in-person assistance. You may submit and track your Help Desk tickets at the following Portal address using your university supplied domain username and password at: https://helpdesk.stritch.edu/TrackItWeb/SelfService/Account/LogIn.

Appropriate Use

The use of University computing resources should at all times reflect the University's core values and Franciscan identity. Because the entire Stritch community relies on computing resources and access, students should be responsible citizens in this shared community. In particular, students are reminded that the following are prohibited:
- Sharing, loaning or disclosing computer accounts to others
- Using computing resources in a manner that disrupts campus access to the network (i.e. crashing a public system, attempting to steal someone's passwords, using computers for illegal or questionable activities)
- Accessing or changing files without permission
- Unauthorized downloading/uploading of copyrighted materials is prohibited
- Using e-mail to harass or intimidate another person
- Intentionally wasting resources

Feedback/Suggestions

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

Network Login Policy and Print Management

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.

LITERACY CENTERS

The Literacy Centers offer comprehensive reading/literacy and math assessment and intervention services for students in grades K-12 from public, charter or choice schools. Home-schooled children are also eligible for intervention programs, and we can accommodate these children in early afternoon sessions. Please contact the Literacy Center for hours of operation.

OFFICE OF MISSION INTEGRATION

The Office of Mission Integration is charged with exploring how the University engages its Catholic, Franciscan identity in all facets with programming for students, staff and faculty. It includes functions such as University Ministry, LDRS Initiative, and Franciscan Servant Scholars. The Office for Mission Integration partners with the academy to infuse the Catholic, Franciscan Identity into the CORE curriculum through consultation, resourcing, and ongoing systematic formation. The Mission Integration Office also supports the liturgical life of the University including daily Mass, celebration of Feast Days, and prayer/ritual that celebrates our Catholic Franciscan Tradition.

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, alternative spring break, spiritual direction and personal growth.

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.

Pilgrimage Programs

University community members are invited to apply in the spring semester to participate in a pilgrimage to Assisi and Rome, Italy to visit the major sanctuaries and sites of Ss. Francis and Clare. These pilgrimages are designed to deepen participants understanding and appreciation of the life and spirituality of Ss. Francis and Clare.

Sacred Space

The University provides sacred spaces on campus for prayer and reflection including:

- **The Saint Francis of Assisi Chapel**
  Located on the second floor of Bonaventure Hall, the chapel accommodated 160 and is the central place for prayer and worship on campus. It is open 24 hours a day for personal prayer and reflection. It is the current location of our Daily Mass at noon Monday through Friday.
- **The Labyrinth**
  Located outside on the Northeast lawn, the Labyrinth uses the ancient symbol of the spiral to encourage meditation and prayer along its path. Instructions are located in a covered container at the entrance to the Labyrinth.
- **Peace Garden**
  Located between the Board Room and the Blue Room, this courtyard garden is a quiet space that features lush plant life and benches for quiet prayer and reflection.
- **Heritage Park**
  Located on the east lawn, Heritage Park provides a beautiful reflection space in honor of St. Clare. It is one of the most beautiful parts of the campus and provides an opportunity for reflection and a place honor those who have gone before us to build our wonderful community,
- **St. Francis Terrace Garden**
  Located on the southeast lawn outside Bonaventure Hall's Northwestern Mutual Lobby, this are honors St. Francis and is a wonderful place to sit with a friend.

- **Interfaith Prayer Room**
  Located next to Serra Hall Dining Room next to Clare Hall, the Interfaith prayer room is a quiet place for spiritual reading, relaxation, and prayer for people of all faiths.

The Franciscan Center Library

The Franciscan Center Library, located on the second floor of the 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.

REGISTRAR'S OFFICE

The Registrar's Office is responsible for:
- Scheduling of courses and final exams
- Providing grades to students
- Processing applications for graduation
- Verifying attendance, course load, and grade point average for various reasons, e.g., insurance and loan applications, athletic eligibility, honors, etc.
- Evaluating transfer credits
- Assisting students with course registration
- Issuing transcripts

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 and has been fully admitted to the University.

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

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.

The Registrar's Office is located on the first floor of Bonaventure Hall. Students may stop in any time during regular office hours at the Student Services Desk in the Bonaventure Hall atrium. Some services are available to walk-in students at the desk. Other services can be handled over the phone and/or online via My.Stritch.edu.

STUDENT AFFAIRS

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, Student Affairs seeks to promote the transformation of our students by providing them with a wide array of experiences that foster an understanding of themselves, an understanding and appreciation of the diverse world in which they live and how they can use what they learn and experience at Stritch to realize personal success. The Division of Student Affairs includes the departments of: Student Life, Student Support and Intercollegiate Athletics.

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

Academic Support

Academic Support offers free tutoring services to all Cardinal Stritch University students. The staff provides peer-led and professional, individual and group 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:
- Tutoring (both peer and professional)
- Study skills Academic coaching: study skills, note-taking, test-taking, time-management, organization
- Writing
- Online Writing Lab (OWL)
- Online tutoring
- Student accessibility services

Clubs and Organizations

New clubs and organizations emerge with student interests. Students are encouraged to attend the "Involvement Fest held every fall semester to find out more about organizations that are active on campus, and see how their personal interests might align with that of other students on campus. In the event that no student organization meets the needs of a student, the Senior Coordinator of Student Activities and Leadership can provide guidance on how to start a new student organization. Information on active student organizations can and be found on the Stritch website at: https://www.stritch.edu/Get-Involved/Clubs-Organizations, or by contacting the Senior Coordinator of Student Activities and Leadership. Membership in student committees, clubs and other organizations is open to all students in good academic standing.

Stritch has several traditions established to celebrate our community and encourage civic engagement. These collaborative programs and events, held annually, are coordinated by the staff in Student Activities & Leadership:

· New Student Orientation Programs	· Constitution Day	· Voter Registration	· Stritch Spirit Week
· Feast of St. Francis	· Stritch Spirit Week	· Pancake Feast	· 100 Days to Graduation
· Student Leadership & Service Celebration		· End of the Year Bash	

Health and Wellness Center

The Health & Wellness Center, which includes Counseling & Student Health Services, provides care and treatment to our students in keeping with our Franciscan values. All traditional and non-traditional students currently enrolled at Stritch are eligible to use the counseling and health services

Counseling Services

Counseling Services promotes the mental health and well-being of students by offering free and confidential counseling by experienced and licensed therapists. Counseling Services is a place you can find someone to talk with when you are feeling lonely, depressed, confused, upset over a relationship, in crisis, or just plain stressed. These services are available to help students develop the personal awareness and skills necessary to explore new alternatives, define goals, overcome problems, make healthy life choices, and grow and develop in ways that will allow them to maximize their educational experience at Stritch. It is important to note that this is for short-term personal counseling. Referral services are available. Appointments are free and confidential, and may be made by calling or emailing staff. Walk-ins are also an option depending on staff availability. Topics which are often addressed are stress management, decreasing anxiety, depression, family/relationship issues, loss/grief, sexuality, eating disorders, post-traumatic stress, substance abuse, career choice issues, adult learning issues, safe living space, and community referrals for continued care.

Student Health Services

The Student Health Services, located on the first floor of Clare Hall, provide confidential medical services at low- or no-cost to any enrolled students. The services provided are conducted by an advance nurse practitioner and a registered nurse. Students can go to the office as a walk-in or by appointment Monday through Thursdays at 9am to 3pm. If the staff is unable to provide the necessary treatment/service needed, they can help students find external medical care and can give local provider information. Staff can also assist students in understanding their medication, medical procedures, and/or learn ways to stay healthy and prevent illness.

Due to the nature of communal living, all students living in the residence halls are required to complete an Immunization and Health History Form prior to moving into the residence halls. Information on these health forms and policies can be obtained from the Student Health Services staff. Students in athletics, and majors that require health check-ups or any other health related requirement should go to health services for initial support/guidance.

Services (at no- or low-cost) include treatment for minor illnesses and injuries, immunizations, TB skin testing, strep throat testing, asthma and diabetes management, and pregnancy testing. Referrals to physicians, dentists or other community

resources are available. Programs and information on such topics as nutrition, sexually transmitted infections, health issues and prevention are conducted throughout the academic year and are also available upon request.

LDRS Initiative Program (Leadership Development, Reflection, and Service)
The LDRS Initiative is a living learning community for incoming freshman designed to increase their capacity to be successful college students. Through linked courses, service learning experiences, and individualized support, we provide students who meet one of the following criteria: Pell grant eligible, minority student, first generation student, with a high quality engaged college experience.

Multicultural Programs
Diversity & Inclusion
Through programs and events held throughout the year, we celebrate Stritch's diverse community as well as create opportunities to educate faculty, staff and students to become more culturally competent. We strive to engage members in meaningful dialogue(s) and experiences that align with our Catholic Franciscan values and help to create a welcoming and inclusive university community. This area is led by the Assistant Dean of Students for Diversity and Inclusion. In this capacity, the Assistant Dean is also charged with establishing programs to facilitate the successful matriculation of students from underrepresented and marginalized communities through multi-disciplinary initiatives, programs & events as well as advocacy at all levels.

Annual programming and events that focus on celebrating our differences are created and executed by the Multicultural Program Coordinator. These programs include, but are not limited to:
· Hispanic Heritage Month – September 15 to October 15   · LGBT History Month – October
· American Indian Heritage Month – November   · MLK Day Celebration – Day after MLK National Holiday
· Black History Month – February   · Women's History Month – March
· Arab American History Month – April   · Asian/Pacific Islander Heritage Month – April/May

International Education and Study Abroad
The International Education & Study Abroad Office is dedicated to helping students learn about diverse world cultures through formal and informal programming. International students wanting to study at Cardinal Stritch University will immediately be connected with the Coordinator of International Education & Study Abroad. In their capacity, the coordinator will be these students' point of contact for all things dealing with immigration, visa, logistical guidance, maintenance of SEVIS record, and social support, while attending Stritch.

In addition, Stritch promotes international and intercultural understanding by supporting U.S. students to study abroad. Through several partnerships, students can study for an academic year or term, teach abroad participate in short-term academically intense programs, or engage in international service immersion programs. For more information on these opportunities/experience students can visit https:https://www.stritch.edu/academics/study-abroad.

Residence Life
Stritch has two on-campus housing options - Clare and Assisi Halls. These residential hall buildings are staffed by two full-time, live-in residence life professional staff members, called Residence Life Coordinators, as well as student staff called Resident Assistants (RA's). The staff is trained and responsible for creating and maintaining a safe, caring and supportive living and learning environment. In addition, a variety of programs are held in the residence halls to promote personal growth and development, social justice education, as well as community building for all residents. Also, the staff is charged with the enforcement of all University policies pertaining to on-campus living.

First-year students are required to live on campus in Clare Hall (suspended for the 2020-2021 school year). After a student has been admitted, they are required to complete a housing preference form to select their desired housing option and meal plan. All students (new and returning) living in the residence halls must also be signed up for a meal plan.
For the 2020 - 2021 year, there will be no guests permitted in the Residence Halls. For more information on the policies and procedures of the residence halls visit: https://www.stritch.edu/Discover-Stritch/Life-on-Campus/housing-dining.
For more information on the policies and procedures of the residence halls visit: https://www.stritch.edu/Student-Experience/Student-Life/Resident-Life.

Clare Hall

Clare Hall offers housing for more than 280 students. The building contains formal and informal lounges, workout facilities, game room, laundry machines and the Den, an informal recreational gathering area with a TV and pool table. The Den also sells pizza, some snacks and beverages during evening hours. Residents also have access to utilize the kitchen area in the lower level of Clare Hall. All 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 accommodates approximately 90 students. The air conditioned, furnished building includes three floors that feature a variety of room types, each wired for cable TV and Internet access. The building also offers public lounges, workout facilities, computer lab, laundry room, and cooking areas. The main entrance of Assisi Hall is locked 24 hours a day. The Assisi Hall resident's access code will open the outside door of Assisi Hall. Resident students' room key will also open the entrance at the west end of Roger Bacon. All other exterior entrances to Assisi Hall are alarmed 24 hours a day. The main entrance has a door buzzer system that allows the Residence Hall desk employees to provide entry to the building if needed or if door access is inoperable.

Student Accessibility Services
Students with disabilities that affect learning and require classroom accommodation (e.g. restricted eyesight requiring large print texts) should contact the Accessibility Services Coordinator 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 Accessibility Services Coordinator of their disability. Please refer to the Cardinal Stritch University Disability Policy located in this catalog, in the University Student Handbook or visit the Accessibility Services webpage at https://www.stritch.edu/Students/Student-Services/Student-Accessibility-Services.

Cardinal Stritch University is committed to supporting the letter and spirit of the Americans with Disabilities Act (ADA) and Title IX of the Education Amendments of 1972 (2013). We strive for equal and uninterrupted access to all of our curriculum, programs and services. Please see the Student Handbook for policies regarding pregnancy and other medical conditions as well as service and emotional assistance animals.

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 Office of Student Life to assure student needs are being met and is advised by the Dean of Students or a member of the Student Affairs team.

Student Life
Built on the foundation of showing compassion and creating a caring community, the Office of Student Life promotes the holistic development of our diverse student body through co-curricular experiences and services that foster wellbeing, transformation, and self-actualization.

Under the direction of the Dean of Students, the Office of Student Life includes the functions of Residence Life, Student Activities & Leadership, International Education & Study Abroad, Diversity & Inclusion, and the Health & Wellness Center. In addition, the Office oversees the institution's student conduct policies and creates a supportive environment where all students can be successful.

Student Life Activities and Leadership
Formal education at Cardinal Stritch University is complemented by opportunities for personal and professional development through participation in co-curricular activities and programs focuses on our diverse student population. Student activities provide outlets for growth, stimulate and broaden interests, and provide opportunities for the development of leadership skills. Student Activities & Leadership provides activities provide outlets for growth, stimulate and broaden interests, and provide opportunities for the development of leadership skills. Students are strongly encouraged to engage and participate in

one of the many student organizations, serve as a student representative on university committees, and volunteer for program and events sponsored by the University.

Student Support
The department of Student Support provides support to all students so they are best prepared to be successful at Stritch. It includes functions such as academic support and accessibility services.

THE CENTER FOR EXCELLENCE IN PUBLIC SAFETY LEADERSHIP
The Center for Excellence in Public Safety Leadership strives to represent and replicate the University's Franciscan values through the development and delivery of innovative leadership programs designed for the benefit of public safety professionals who seek to serve their organizations with honor, and their communities with respect, caring and compassion.

THE SAINT CLARE CENTER FOR MINISTRY AND LEADERSHIP
Established in 2007, Cardinal Stritch University's Saint Clare Center for Ministry and Leadership provides education and formation for lay Catholics who seek to grow in faith and lead in ministry. Our programs integrate meaningful knowledge of theology, practical tools for ministry, and a purposeful focus on mission. Center offerings include:

Saturday Institute for Lay Ministry *(Offered on campus)*
- A four semester non-degree continuing education program that provides a general overview of theology, scripture, spirituality, and ministry
- Offered in both English and Spanish language cohorts

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.

Leadership Pilgrimage *(Offered on and off campus)*
- One semester professional development program that promotes the growth of parish and school leaders by bringing leadership and faith together.

San Damiano Encounter *(Offered on campus)*
- A faith-based leadership development program for high school students
- A one week residential program offered each summer

Collaborative Parish Leadership Project
- A five year national study of Parish Life Coordinators (Lay people, deacons, or religious sisters leading Catholic parishes without a priest pastor in charge)

To learn more, visit https://www.stritch.edu/about/community-initiatives/st-clare-center or call (414) 410-4405.

THE STRITCH HUB FOR INNOVATION AND COMMUNITY ENGAGED LEARNING
At Cardinal Stritch University we believe in the pursuit of community engaged academic excellence through collaboration and mutually beneficial partnerships that build stronger and more caring individuals, organizations, and communities that together serve the greater good for all. Through The Stritch Hub for Innovation and Community Engaged Learning, the University implements an array of experiential learning and career education initiatives, student internship and employment opportunities, entrepreneurial and leadership programs, comprehensive youth literacy and math tutoring and assessments, and various other outreach programs and special community based learning projects. In sum, The Stritch Hub brings together dynamic approaches to education in one synergistic, mission-driven whole, and provides a place to launch and grow innovative ideas, programs, and services that strengthen the social and economic fabric of the greater Milwaukee community and beyond.

The Stritch Hub is committed to a model of scholarship that puts an emphasis on having our faculty and students engage with the community in mutually beneficial, reciprocal partnerships.   We strive to fulfill our University mission and vision by educating students to be engaged local and global citizens who align their actions with the values of a Franciscan education.

We also place a primacy on identifying the compelling needs of individuals and organizations within our communities, and being responsive to those needs in ways that are both practical and academically rigorous. Ultimately, we seek partnerships where there is shared planning and decision-making that build authentic relationships and yield measurable results. Towards these ends, members of the campus community invest their time and resources in collaborating with over 300 community organizations and businesses to create placement, project, enrollment, and signature partnerships.

The African American Leadership Program (AALP)

The premier experience for African American leaders, AALP is a nine month program using action learning, coaching, and networking to strengthen the leadership growth of Black professionals in private, public, and nonprofit organizations. AALP is transformative –participants grow in confidence and self-awareness and become more effective decision makers, communicators and collaborators. More than 200 Milwaukee area African American professionals from an array of businesses, professions, and organizations have completed AALP since its inception in 2008.

Mission-Driven Leaders Speaker Series

The Mission-Driven Leaders Series features successful Cardinal Stritch University alumni who align their values with actions to achieve positive results for themselves, their organizations and businesses, and the society at large. The speakers exemplify what Stritch strives to cultivate in every graduate: Engaged local and global citizens who build caring and thriving communities in service to the greater good.

Mission Fuel

Mission Fuel applies a business accelerator model to assist nonprofit leadership teams with developing and implementing strategies to diversify revenue streams, become more entrepreneurial, and ultimately realize a more stable and self-sustainable future. Through this initiative, Mission Fuel supports the skill development of nonprofit leaders to address a variety of complex challenges in an economically sustainable and holistic manner.

Project Pitch It TV Show

Stritch is the lead program partner and sponsor for Project Pitch It, a television show in which Wisconsin entrepreneurs pitch their dynamic ideas to a panel of leading business moguls who question, advise, and challenge the participants to take their ventures to the next level. In each episode three entrepreneurs demonstrate their game-changing innovations and vie for weekly awards valued at a total of $30,000.

UNIVERSITY LIBRARY

The Cardinal Stritch University Library and its staff provide resources and services to support all members of the Stritch community. The library is located in the building complex that includes the Fieldhouse and Great Hall. The Library staff includes professional librarians, support staff and student employees who can assist library users in a number of ways.

The Library's holdings include more than 260,000 items in a variety of formats as well as thousands of periodical titles in paper, microfiche, or online formats.

The Library's special collections consist of the *Cianciolo Children's & Young Adult Literature Research Collection*, the *Instructional Materials Center*, which consists of children's literature, as well as primary and secondary instructional materials, and the *Franciscan Center* collection, which reflects the life and impact of St. Francis of Assisi. All can be accessed on the 2nd floor of the library.

Cardinal Stritch University is a founding member of the Southeastern Wisconsin Information Technology Exchange (SWITCH) library consortium. The consortium's eight academic libraries share their resources via an online catalog named TOPCAT. Students may request materials from any of the SWITCH libraries through the online catalog. SWITCH provides a delivery service for physical materials providing next-day service on weekdays. Journal articles are delivered electronically, usually within 24 hours.

TOPCAT and other online resources such as research databases, eBooks, and academic videos are accessed through the Library's Web site: https://library.stritch.edu. Here students will also find research and citation guides, "how-to" videos, and the *Live Chat with a Librarian* service. For students who want more in-depth research assistance, the Library offers *Research Consultations*, which can be requested using an online form found on the Library homepage.

For those instances when a student wishes to access materials that are not held by any of the SWITCH consortium libraries, the Library offers the *ILLiad Interlibrary Loan* service. Using an online interface, students can request books and journal articles. ILLiad is accessed from the Library homepage.

A Cardinal Stritch University ID card serves as a student's library card. It is required to check out materials and the student is responsible for all materials checked out on their card. Off-campus access to the Library's online resources and services requires students to login using their University username and password (the same as used for university email).

The Library's physical space consists of two floors. Located on the first floor are the Circulation and Reference Desks, the Main Collection, and a Commons area which is used for collaborative study. Study rooms are also available on a first-come, first-served basis for small study groups. The second floor houses the Special Collections, back issues of periodicals, and a computer lab. The entire second floor is designated as a quiet study space. Wireless internet access is available throughout the Library building.

Students are encouraged to explore the Library Web site to learn more about what the Library and Library staff can offer in support of a students' academic studies.

CAMPUS FACILITIES

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.

Assisi Hall
Assisi Hall is two-story residence hall, providing student housing to sophomore through senior students.

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, University Advancement, Office of University Communications, Office of University Marketing, Information Services, Student Support, Academic Advising as well as the offices of the Dean of Students and the Vice President for Student Affairs. Additionally, the Sister Camille Kliebhan Conference Center is located on the first floor. The second floor is home to Human Resources, Accounts Payable, the St. Francis of Assisi Chapel, a nursing skills lab and a suite of offices for faculty members. Offices for Experiential Learning and Career Education, Security, 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.

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 Office of Facilities Coordination is located in the lower level of Duns Scotus Hall.

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 Student Affairs and Mission Integration are also located in this building.

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.

Serra Hall
Located between Clare and Bonaventure Halls, Serra Hall houses the University's dining services office, main dining room and the office of the Vice President for Finance and Administration. The lower level of Serra Hall houses the Physical Plant offices, an exercise room and the golf program offices.

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 design 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.

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.

The University Library

The University 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 an Information Commons space. (For a complete description of library resources, see the Student Services section.)

COLLEGE OF GRADUATE STUDIES

MISSION

The Mission of the College of Graduate Studies is to educate the whole person in preparation for life and work. Through the study of literacies, leadership, and lifelong learning, we provide the means for students to acquire the knowledge, skills, and disposition required to think critically and engage responsibly in their personal lives and professional and global communities.

DEGREE COMPLETION REQUIREMENTS

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

Research component:

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

Apply for Graduation:

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

LANGUAGE INTERPRETATION AND TRANSLATION CERTIFICATE

This 12-credit online Graduate Certificate in Interpretation and Translation is designed to meet the local, national, and international demand for qualified interpreters and translators. This program offers broad exposure to the interdisciplinary study and practice of translation and interpretation. In addition to cultural understanding, practical and theoretical instruction will be provided in sub-specialties such as legal, medical, business, and literary translation. This certificate can be used as a stand-alone, post-graduate credential when an individual holds a MBA, JD, MHR, or Ph.D. or other similar graduate degree.

PROGRAM FORMAT

Courses are offered in an 8-week online format to enable working professionals to complete the certificate while simultaneously continuing a career.

REQUIRED COURSES

- SPN 510 Fundamentals of Interpretation and Translation
- SPN 520 Oral and Written Skills for Interpreters and Translators
- SPN 530 Theory and Practice of Translation
- SPN 540 Interpreting Practicum

ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university
- A completed application form.
- Advance proficiency in English and Spanish (score of 600 or higher in WebCAPE exam, Advance-Mid score in Oral Proficiency Interview proctored by Department Chair).
- Official transcripts from all colleges and universities attended.
- A statement of purpose (two to three pages, double-spaced in Spanish or English) describing the student's reasons for pursuing this degree.
- Two letters of recommendation.

PROGRAM COMPLETION REQUIREMENTS

To qualify for completion of this program, students must:
- Complete the coursework with a minimum cumulative grade point average of 3.0 with no individual course grade below a "C" and no more than one course grade below a "B-."
- Obtain recommendation for graduation from the Department of Modern Languages Chair.
- Satisfactorily complete all program requirements within seven consecutive academic years.

MASTER OF ARTS IN PASTORAL STUDIES

Inspired by the transformative story of St. Francis of Assisi whose ministry embodied peace and good for all he met, *Pace e Bene* is a 30-credit Master of Arts in Pastoral Studies program that enables men and women to be formed as disciples in the service of the Church in 21st century American society. Through a curriculum that provides solid theological and pastoral grounding, students will receive an integrated formation that is especially suited for lay ecclesial service and the New Evangelization. Through Franciscan seminars, an internship, and a concluding portfolio, students will acquire the practical skills, resources, and personal contacts that make ministry effective. Retreats, spiritual direction, and other formational opportunities allow students to grow in friendship, fellowship and faith, and to develop in their identity as members and ministers in the Body of Christ.

PROGRAM FORMAT
Courses are offered in an 8-week format that included face-to-face and online work.

REQUIRED COURSES
- RS 500: Developing a Pastoral Identity
- RS 509: The Beginning of God's plan for salvation – The Old Testament *OR* RS 511: God's Plan revealed in the person of Jesus Christ – The New Testament
- RS 506: The Church – Living as the People of God *OR* RS 505: Jesus Christ – Mediator and Savior of the world
- RS 550: Living Virtue, Avoiding Vice – Living the Moral Life *OR* RS 573: Serving God's People in Ministry
- RS 513: The Community United with Christ – Theology of Worship and Sacrament *OR* RS 545: Christian Spirituality: Living the Call to Holiness
- Plus four additional elective courses.

Franciscan Seminars
Each student completes four Franciscan seminars. Offered for one week during the summer, and repeated in January, these one-credit seminars take as their general theme one of the four Franciscan values that guide the mission of Cardinal Stritch University: creating a caring community, making peace, showing compassion, and reverencing creation. Together, students examine short reading assignments and engage both within and beyond the classroom in activities specially chosen by experienced faculty. The practical and discussion-oriented format of the seminars integrates theological ideas with pastoral issues and ecumenical concerns and provides community networking opportunities and effective resources for ministry.

Internship/ Capstone
Each student will engage in a semester-long supervised pastoral experience, utilizing either the student's current ministry or an internship arranged by the student and the university. Theological reflection on this experience in light of the student's spiritual and ministerial goals will form part of a pastoral studies portfolio presented to faculty in the final semester of study.

ADMISSION REQUIREMENTS
To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university.
- A cumulative grade point average of 2.75 on a 4.0 system (conditional acceptance may be granted).
- A completed application form.
- Official transcripts from all colleges and universities attended.
- At least 12 undergraduate credits in religious studies or equivalent competencies
- A statement of purpose
- An interview with the Religious Studies Department program chair

Applications are reviewed on a rolling basis.

For international students, a course-by-course evaluation is required to determine if the applicant has the required 12 credits of undergraduate work in Religious Studies, Theology or similar program.

GRADUATION REQUIREMENTS
To qualify for graduation from this program, students must:

- Complete the coursework with a minimum cumulative grade point average of 3.0 with no individual course grade below a "C" and no more than one course grade below a "B-."
- Obtain recommendation for graduation from the program chair.
- Satisfactorily complete all program requirements within seven consecutive academic years.

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (MBA) program equips current business professionals with the necessary skills to be more competitive in the complex global marketplace. We provide you with a sound understanding of the technical, global, cross-cultural and ethical contexts of business through the lens of a business leader. The program develops leadership for organizations that value people, planet and profit.

We are a pioneer in innovative business education, with graduates gaining skills required in today's business world. In each course, our faculty bring real-world experience to the classroom, which helps you learn how to apply business theory, in a practical way, to solve contemporary and relevant problems.

PROGRAM FORMAT

Through blended opportunities, instructional activities in the MBA program are scheduled in sequences of six- or eight-week courses, presented one weekday evening per week. All courses are based on a facilitative model of education in which the students assume responsibility for self-directed, lifelong learning. Orientation meetings, at which the overall program is explained, are held prior to class start dates.

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

REQUIRED COURSES

- GS 500 Graduate Seminar
- GS 501 Introduction to Leadership
- GS 503 Fundamentals of Research Methods
- GS 502 Leading Complex Organizations
- MBA 503 Common Body of Knowledge: Accounting & Finance*
- MBA 506 Advanced Managerial Accounting
- MBA 513 Corporate Finance
- MBA 505 Common Body of Knowledge: Statistics*
- MBA 514 Managerial Statistics
- MBA 518 Business Analytics
- MBA 504 Marketing Strategies
- MBA 526 Operations Management
- MBA 678 Capstone Research Project

*Non-Business majors are required to take unless otherwise approved by Department Chair

ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university.
- A cumulative grade point average of 2.75 on a 4.0 system (conditional acceptance may be granted).
- A completed application form.
- Two letters of recommendation (professional or educational) sent directly to the Office of Graduate Admissions.
- Official transcripts from all colleges and universities attended.
- A current resume.
- A professional essay (maximum of four pages, double-spaced) identifying the student's qualifications and reasons for pursuing this degree. The writing must clearly illustrate excellent written communications skills and reflect the effort and analysis associated with a graduate degree. If an applicant's cumulative grade point average is below a 2.75, the student must also address the reasons that led to this GPA, and provide evidence that he or she can maintain the program's required minimum grade point average of 3.0 or higher.
- If GPA is below 2.75, an interview with the MBA Department Chair will be required.

GRADUATION REQUIREMENTS

To qualify for graduation from this program, students must:
- Complete the coursework with a minimum cumulative grade point average of 3.0 with no individual course grade below a "C" and no more than one individual course grade of a "C."
- Satisfactorily complete MBA 678 Capstone Research Project
- Approval for graduation from the program chair.
- Satisfactorily complete all program requirements within seven consecutive academic years.

MASTER OF SCIENCE IN MANAGEMENT AND LEADERSHIP

The Master of Science in Management and Leadership (MSML) is a degree program built on the development of organizations and internal culture. You will explore the in-depth functions of management while focusing on the use of effective leadership skills to achieve organizational pursuits. The core curriculum emphasizes the use of these skills to increase quality and productivity for individuals and groups while supporting overall organizational growth and change. A major component of the MSML program is the application of ethical decision making and the exploration of the social responsibilities that you may encounter as a manager.

The program teaches you to use accounting and financial data, as well as technology infrastructure, to manage an organization effectively and efficiently. Through the application of case studies, you will be enabled to think critically and creatively about implementing management strategies in an ever-changing environment while reflecting on past examples. Individual and team projects engage you in problem solving and decision making while developing innovative solutions to market opportunities for competitive advantage and organizational success. You will integrate concepts learned throughout the program and apply analytical techniques to address the challenges and opportunities faced by organizations in an environment of constant change. Graduates of the degree program are positioned to lead and support an organization's vision for growth, stability, and increased competitive advantage.

PROGRAM FORMAT

Through blended opportunities, instructional activities in the program are scheduled in sequences of six- or eight-week courses, presented one weekday evening per week or online. All courses are based on a facilitative model of education in which the students assume responsibility for self-directed, lifelong learning. Orientation meetings, at which the overall program is explained, are held prior to class start dates.

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

REQUIRED COURSES

GS 500 Graduate Seminar
GS 501 Introduction to Leadership
GS 502 Leading Complex Organizations
GS 503 Fundamentals of Research Methods
MGTL 500 Managing and Motivating Teams
MGTL 510 Ethical Issues and Social Responsibility
MGTL 520 Accounting and Finance for Non-Financial Managers
MGTL 530 Statistical Analysis for Managers
MGTL 540 Advanced Management and Leadership
MGTL xxx Strategic Project Management
MGTL 560 Capstone: Strategic Management for Organizations

ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university.
- A cumulative grade point average of 2.75 on a 4.0 system (conditional acceptance may be granted).
- A completed application form.
- Two letters of recommendation (professional or educational) and disposition questionnaires sent directly to the Office of Graduate Admissions.
- Official transcripts from all colleges and universities attended.
- A professional essay (maximum of four pages, double-spaced) identifying the student's qualifications and reasons for pursuing this degree. The writing must clearly illustrate excellent written communications skills and reflect the effort and analysis associated with a graduate degree. If an applicant's cumulative grade point average is below a 2.75, the student must also address the reasons that led to this GPA, and provide evidence that he or she can maintain the program's required minimum grade point average of 3.0 or higher.

- If GPA is below 2.75, an interview with the Department Chair will be required.

GRADUATION REQUIREMENTS
To qualify for graduation from this program, students must:
- Complete the coursework with a minimum cumulative grade point average of 3.0 with no individual course grade below a "C" and no more than one individual course grade of a "C."
- Satisfactorily complete MGTL 560 Capstone: Strategic Management for Organizations
- Approval for graduation from the program chair.
- Satisfactorily complete all program requirements within seven consecutive academic years.

MASTER OF SCIENCE IN SPORT & RECREATION BUSINESS

The Master of Science (M.S.) in Sport and Recreation Business (SRB) program is designed to advance students in their growth in becoming future leaders in this exciting and ever-evolving industry. Through course work, students will gain critical skills to understand and contribute to business operations of organizations that reside at the professional, collegiate or non-profit level. Designed to be completed in two years, students of all SRB career paths in the industry will gain strong insights on the field, learn valuable skills that will aid them in professional development and advancement, all while maintaining a balance between studies and life.

PROGRAM FORMAT

The delivery for this 30 credit M.S. in Sport Management program is face-to-face classroom setting. Classes range from six-week to eight-week layouts. All classes meet in person one night per week from 6:00-9:00pm, meeting continuously for the duration of the program.

REQUIRED COURSES

- GS 500 Graduate Seminar
- GS 501 Introduction to Leadership
- GS 502 Leading Complex Organizations
- GS 503 Fundamentals of Research Methods
- SRB 500 Sport & Recreation Historical Influences
- SRB 510 Financial Aspects of Sport & Recreation
- SRB 520 Legal & Ethical Aspects of Sport & Recreation
- SRB 530 Facilities Management in Sport & Recreation
- SRB 540 Marketing & Public Relations in Sport & Recreation
- SRB 550 Capstone

ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:
- A bachelor's degree (any major) from a regionally-accredited college or university.
- A cumulative grade point average of 2.75 on a 4.0 system (conditional acceptance may be granted).
- A completed application form.
- Two letters of recommendation (professional or educational) sent directly to the Office of Graduate Admissions.
- Official transcripts from all colleges and universities attended.
- A current resume.
- A professional goals statement (maximum of four pages, double-spaced) identifying the student's qualifications and reasons for pursuing this degree. The professional goals statement must clearly illustrate excellent written communications skills and reflect the effort and analysis associated with a graduate degree. If an applicant's cumulative grade point average is below a 2.75, the student must also address the reasons that led to this GPA, and provide evidence that he or she can maintain the program's required minimum grade point average of 3.0 or higher.
- If GPA is below 2.75, an interview with the SRB Department Chair will be required.

GRADUATION REQUIREMENTS

To qualify for graduation from this program, students must:
- Complete the coursework with a minimum cumulative grade point average of 3.0 with no individual course grade below a "C" and no more than one individual course grade of a "C."
- Satisfactorily complete SRB 550 Capstone.
- Approval for graduation from the program chair.
- Satisfactorily complete all program requirements within seven consecutive academic years.

EDUCATION LICENSURE PROGRAM STANDARDS

All programs leading to a licensure at the initial (teaching) or advanced (administrative and pupil services) level offered by the College of Undergraduate Studies and College Graduate Studies are aligned with Wisconsin and related professional organization standards and meet the requirements of Wisconsin Statute PI34.

ALIGNMENT WITH STANDARDS AND PROGRAM OUTCOMES

Programs leading to initial licensure align to the DPI Content Guidelines Standards, the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards, , and the Council for Exceptional Children (CEC) Standards. Advanced programs align with Wisconsin state standards, and related national standards such as the International Literacy Association (ILA) Standards for programs leading to a licensure as reading teacher or reading specialist, Advanced Council for Exceptional Children (CEC) Standards for Director of Pupil Services and Special Education program, and Professional Standards for Educational Leaders (PSEL) in Principal, Director of Instruction, and District Superintendence licensure programs. Programs that do not lead to a licensure to teach or leadership of schools such as Master of Science in Higher Education Student Affairs Leadership and the Doctoral programs in Leadership or Leadership in Higher Education meet the programs' learning outcomes.

DEGREE REQUIREMENTS

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

TEACHER CANDIDATE BACKGROUND CHECKS

- The Colleges of Undergraduate and Graduate Studies require students in initial certification teacher preparation programs to undergo a criminal background check. The checks are done prior to experiences in the field in P-12 schools to ensure protection to our partner schools and pupils.
- 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.
- Background checks are completed online through a criminal background check vendor. The complete background check as prescribed under Wisconsin's law includes:
  - A completed self-disclosure Background Information Disclosure Form;
  - The initial background check will include a national criminal background search
  - Background checks for candidates who are not US citizens may include an international background check from the country of origin. Candidate may be responsible for extra costs.
  - An electronic criminal history search from the Department of Justice Crime Information Bureau
- 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.
- Candidates may provide their own background check records (electronically via the electronic background check vendor) to districts or schools which request or require information. Candidates should be aware that some districts and schools require candidates to participate additionally in the district's own background check process.

PRACTICUM AND RESEARCH OPPORTUNITIES:

Education graduate students at Stritch may gain valuable hands-on experience by taking advantage of practicum and research opportunities. Examples of practicum opportunities include:

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

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

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

Students may also conduct research in their own classrooms. All research must follow processes and guidelines from the Institutional Review Board (IRB).

MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP

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

Course content emphasizes the knowledge, skills, and dispositions that are compatible with effective school leadership in the 21st century as defined in the Wisconsin Principal and Director of Instruction Content Standards. Wisconsin Administrative Standards are aligned with the Interstate School Leadership Licensure Consortium (ISLIC) standards.

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

PROGRAM FORMAT
The program is offered in an accelerated format on campus, as well as online. The degree can be completed in 18-20 months, with classes one night a week for our blended program.

REQUIRED COURSES
- GS 500 Graduate Seminar
- GS 501 Introduction to Leadership
- GS 502 Leading Complex Organizations
- GS 503 Research Methods
- EDU 575 Leading Beyond Organizational Improvement
- EDU 588 Leading in a Culture of Continuous Improvement
- EDU 576 Leadership in Planning, Facilitating and Assessing Learning
- EDU 580 Developing, Supervising & Evaluating Staff
- EDU 583 Legal and Financial Leadership
- EDU 586 Analysis of System Leadership

ADMISSION REQUIREMENTS
To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university.
- A cumulative grade point average of at least 3.0 on a 4.0 scale (conditional acceptance may be granted).
- A valid Wisconsin teaching license (if administrative licensure is desired).
- At least one year of teaching experience.
- A maximum one-page (double-spaced) word-processed statement addressing the challenges in education today and how you as a leader hope to make a positive change.
- Two letters of recommendation provided by the building principal, department leader, or another individual who can comment on the student's professional leadership abilities.

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

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

ENGLISH AS A SECOND LANGUAGE LICENSURE

The English as a Second Language (ESL) Licensure Program leads to the Wisconsin state license for English as a Second Language. The ESL (395) license allows teachers to teach English Learners in classrooms commensurate with the scope of their original Wisconsin teacher licensure. ESL licensure is available at the following developmental levels:
- Early Childhood-Middle Childhood
- Middle Childhood-Early Adolescence
- Early Adolescence-Adolescence

Candidates who hold a current Wisconsin teaching license should work with the program advisor to determine the appropriate ESL license level to pursue.

Candidates who are pursuing initial licensure through one of Cardinal Stritch University graduate programs can add additional licensure in ESL by completing the ESL Licensure Program requirements. Candidates should work with their advisor to determine which ESL license is appropriate for their program of study.

The program consists of coursework and a practicum. Completion of this program does not lead to a degree. All courses meet the accreditation standards of the Wisconsin Department of Public Instruction (DPI) and Teaching of English to Speakers of Other Language (TEOSL) standards.

PROGRAM FORMAT
Courses are offered in a blended model.

REQUIRED COURSES
- ESL 510 Instruction and Assessment of English Learners
- ESL 511 History and Politics of Immigration
- ESL 512 Language Development and Linguistics
- ESL 513 Evaluation and Creation of English Learner Program and Guidelines
- ESL 516 Practicum in Teaching English Learners

ADMISSIONS REQUIREMENTS
To qualify for admission to the English as a Second Language Licensure Program, candidates must have:
- A bachelor's degree from a regionally-accredited college or university.
- A GPA of 2.75 on a 4.0 scale (probational acceptance may be granted).
- A photocopy of their Wisconsin teaching license
- Two attitude and disposition questionnaires, one completed by their building principal or department leader, and one completed by another individual who can comment on their professional leadership abilities
- Applicants educated outside of the U.S. must follow academic admission procedures relating to English ability and credential evaluation described on the International Admissions webpage.

LICENSURE REQUIREMENTS
To obtain Wisconsin licensure in English as a Second Language (395), candidates must:
- Complete all requirements in the English as a Second Language (ESL) Licensure Program
- Pass Praxis II test # 5362 English to Speakers of Other Languages

MASTER OF SCIENCE IN HIGHER EDUCATION STUDENT AFFAIRS LEADERSHIP

The program in Higher Education Student Affairs Leadership prepares individuals as leaders to perform in various capacities and services offered in an institution of higher education or other academic settings working with adult learners. This program focuses on how to prepare individuals for working with people of different races, ages, gender, ethnicity, religion, sexual identity, abilities, socioeconomic status, language, and customs by providing the knowledge, skills and understanding of human development, the emotional and psychological needs of students, their financial needs, the impacts of budgetary decisions on working with students, overseeing campus life activities, recruitment, advisement, student life, and all other aspects of students' academic development.

PROGRAM FORMAT
The program is offered in an online format.

REQUIRED COURSES
The Master of Science in Higher Education Student Affairs leadership includes 3 required components, coursework, practicum and field experience. The program consists of ten core courses. Additionally, graduate students enrolled in the program will have to complete an eight-week practicum. Students already working in an area related to academic or student affairs in an institution of higher education may use their place of employment for the practicum requirement. Graduate students who are not employed in an institution of higher education will complete the field experience in a setting approved by the program chair and complete projects related to academic affairs under the supervision of an academic affairs personnel. A detailed description will be provided upon admission to the program.

- GS 500 Graduate Seminar
- GS 501 Introduction to Leadership
- GS 502 Leading Complex Organizations
- GS 503 Fundamentals of Research Methods
- HESA 530 Introduction to Student Affairs
- HESA 532 Learning and Development during Adulthood
- HESA 540 Multicultural Competencies and Social Justice in Student Affairs
- HESA 545 Introduction to Academic Advising and Counseling in Student Affairs
- HESA 548 Legal and Ethical issues in Student Affairs
- HESA 555 Practicum or Field Experience in Higher Education Student Affairs
- HESA 556 Assessment: Data Driven Decision Making in Higher Education
- HESA 560 Capstone Course in Higher Education Student Affairs Leadership

ADMISSION REQUIREMENTS
In order to be qualified to apply to the program applicants must have:
- A bachelor's degree from a regionally-accredited college or university.
- A cumulative GPA of 2.75.
- A statement (minimum of 200 words) about why they are applying to the program.
- Two letters of recommendations (waived if applicant has a 3.0 Grade Point Average).

GRADUATION REQUIREMENTS
To qualify for graduation from this program, students must:
- Complete master's coursework with a 3.0 overall grade point average on a 4.0 scale (with no individual grades lower than a "C").
- Satisfactorily complete all program requirements within seven consecutive academic years.
- Obtain recommendation for graduation from the program chair.

READING TEACHER LICENSURE (1316)

The 1316 Reading Teacher (K-12) Licensure is a 20-credit graduate-level program offered through the Department of Language and Literacy. The coursework for the Reading Teacher Licensure is intended to prepare teachers to provide focused and intensive instruction for students in K-12, especially those who struggle with literacy development in grades K-12. Teachers can immediately apply the knowledge and skills gained from their coursework to their present classroom situations.

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

REQUIRED COURSES

New students are accepted in the program each semester, whenever a new course begins. The courses may be completed in any order, except for the practicum course which is always the last course in the 316 program. The following courses comprise the 316 licensure program:
- RL 560 Early Childhood Language, Literacy and Learning
- RL 561 Disciplinary Language, Literacy and Learning in Content Areas
- RL 564 Assessment and Instruction of Readers and Writers
- RL 565 Comprehension Development in Readers and Writers
- RL 570 Literacy Assessment and Intervention Practicum (This is the final course in the program. It will be an internship in one of Stritch's literacy centers.)

LITERACY CENTER OBSERVATION

For each course, one observation in the Cardinal Stritch University Literacy Center is required. These learning opportunities will be completed outside of scheduled class time. Scheduling and locations are flexible - Students will be responsible for making their own arrangements.

READING TEACHER / READING SPECIALIST LICENSURE REQUIREMENT: FOUNDATIONS OF READING TEST

Any individual applying for an initial license as a 1316 Reading Teacher or 5017 Reading Teacher Specialist may be required to take and pass the *Wisconsin Foundation of Reading Test.*

ADMISSION REQUIREMENTS

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

READING SPECIALIST LICENSURE WITH MASTER OF ARTS DEGREE IN LANGUAGE AND LITERACY

All credits earned upon completion of 1316 coursework directly apply toward a Master of Arts Degree in Language and Literacy. An additional 10 credits are required for the Master of Arts in Language and Literacy and Reading Specialist License.

REQUIRED COURSES
- GS 501 Introduction to Leadership
- GS 503 Fundamentals of Research
- RL 516 Supervision of PreK-12 Literacy Programs

GRADUATION REQUIREMENTS

To qualify for graduation from this program, candidates must:
- Successfully complete certification requirements associated with initial teacher licensure.
- Complete required master's degree coursework with a 3.0 overall grade point average on a 4.0 scale with no individual grade below a "C."
- Obtain recommendation for graduation from the program chair.

MASTER OF SCIENCE IN REGULAR EDUCATION AND SPECIAL EDUCATION

The Master of Science in Regular Education and Special Education is specifically designed for post-baccalaureate teacher candidates who desire to teach in diverse settings and to work with underrepresented populations. The program has two possible tracks: initial teacher licensure in K - 9th grade or 4th - 12th grade.

FORMAT

The dual licensure track utilizes a cohort model of learning in a face-to-face format and an online format, depending on the course. Master's level courses are offered both face-to-face and online. Courses are offered in the evening in a year-round format.

Throughout the program, teacher candidates are required to complete a recommended number of hours of field experiences in P-12 classrooms during regular school hours. In addition, a full semester of student teaching qualifies teacher candidates to apply for a teaching license in their chosen licensure area. Stritch partnership schools will be used for field experience placements and the geographic location of teacher candidates will be used when determining student teaching placements.

Master of Science in Teaching Dual Licensure Areas
- Dual Licensure: Regular Education: Elementary and Middle School (Approximate grades: Kindergarten-9th) & Special Education: Kindergarten through grade 12 Cross-Categorical Special Education
- Dual Licensure: Regular Education: Middle and High School (Approximate grades: 4th- 12th) & Special Education: Kindergarten through grade 12 Cross-Categorical Special Education
- Dual Licensure: Regular Education: Elementary and Middle School & English as a Second Language: Elementary and Middle School
- Dual Licensure: Regular Education: Middle and High School (Approximate grades: 4th- 12th) & English as a Second Language: Middle and High School
- Dual Licensure: Regular Education: Kindergarten through grade 12 (Specific subjects: Art, Music, Theater, World Language) & English as a Second Language: Kindergarten through grade 12 (Specific subjects: Art, Music, Theater, World Language)

REQUIRED COURSES

Dual Licensure K - 9 Grade and 4 - 12 grade
- EMA 500 Seminar I
- EMA 511 Fundamentals of Instruction & Assessment
- EMA 523 PreK-Primary Theories of Literacy & Learning
- EMA 530 Field Experience I
- EMA 541 Elementary Middle Content Methods
- EMA 551 Advanced Methods
- EMA 563 Upper Elementary/Middle Literacy & Learning
- EMA 570 Field Experience II
- EMA 575 Advanced Classroom Management
- INED 534 Autism/Communication Strategies for Individuals w/Disabilities
- MUE 536 Methods for Meeting Individual Student Needs
- MUE 565 Formal & Informal Assessment
- MUE 545 Supporting Students in the School Environment
- MUE 555 Collaborating w/Families & Communities
- INED 520 Field Experience III
- EMA 604 Professional Development Seminar
- Protected Populations Course Requirement
- Environmental Studies Course Requirement

In order to receive the master's degree, students are required to take GS 503 Fundamentals of Research Methods in Education.

ADMISSION REQUIREMENTS

University Admissions Requirements:
Teacher candidates are admitted to the degree program concurrently with admission to the university.
● GPA Requirement: 2.75 cumulative or higher from bachelor's degree institutions or 3.0 cumulative or higher from graduate degree institutions
● Reading, Writing and Math Proficiency: Demonstrated through verification of completion of the DPI General Education Requirements found in PI 34.15(7)
● Candidates who have a 2.74 or lower cumulative GPA may be conditionally admitted. Conditionally admitted candidates must earn a 3.0 or higher cumulative GPA after completing either their first semester of coursework or a minimum of five (5) credits to continue in the program.

To gain full admission to the Master of Science in Teaching program, you must also provide:
● Two completed Attitude and Disposition questionnaires on the approved university forms.
● Two letters of recommendation
● A personal essay with two prompts, not more than two pages in length, outlining candidates' reasons for seeking teacher certification, life experiences that may have affected this career choice, and the level of commitment candidates are willing to make to a master's degree program.

Admitted students must meet the requirements for various benchmarks. Additional admissions criteria are required and can be found in the "Cardinal Stritch University Requirements for Initial Licensure Program Progression" document.

Benchmark I - Admission to the Teacher Education Program
● GPA Requirement: 3.0 cumulative
● Coursework Requirement: a minimum of 4 credits which must include the following courses with a grade of B- or higher
● Field Experience I
● Fundamentals of Instruction & Assessment
● Pathway Requirement (Skills and Dispositions): No minimum score required for both University Supervisor and Cooperating Teacher evaluations

Benchmark II – Admission to Student Teaching
● GPA Requirement: 3.0 cumulative
● 4 - 12 grade licensure and K - 12th grade licensure with Content Area additional requirement : 3.0 cumulative from the previous degree that contains the licensable major/minor
● Coursework Requirement: a minimum of 4 credits which must include the following courses with a grade of B- or higher:
● Field Experience II
● Advanced Methods
● FORT Requirement (passing score required)
● Passing score required pathway Requirement (Skills and Dispositions): 2.0 average/4.0 scale for both University Supervisor and Cooperating Teacher evaluations
● Candidates who have a 2.99 or lower cumulative GPA must:
    ○ Develop a plan with their program advisor for meeting the 3.0 GPA requirement to qualify for graduation
    ○ Receive an approved GPA appeal from the Teacher Education Committee to proceed with student teaching
● Candidates seeking 4th - 12th grade or K - 12th grade licensure in a content area who have a 2.99 or lower cumulative GPA from the previous degree that contains the licensable major/minor may choose one of the following options to verify their content knowledge: Provide documentation from their undergraduate institution that indicates a major GPA of 3.0 or higher for the licensable content area OR Pass the appropriate Praxis II or World Language test for their content area

Benchmark III – Admission to the Profession
● GPA Requirement: 3.0 cumulative and major
● edTPA Requirement: Passing score required
● Pathway Requirement (Skills and Dispositions): 2.5 average/4.0 scale for both University Supervisor and Cooperating Teacher evaluations
● Verification of proficiency for Wisconsin Teacher Standards 9 & 10

GRADUATION REQUIREMENTS
To qualify for graduation from this program, candidates must:
● Complete master's coursework with a 3.0 overall grade point average on a 4.0 scale with no individual grade lower than a "B-."

- Complete and earn at least a 'proficient' rating in student teaching practicum.
- Complete all requirements for the master's degree within seven consecutive academic years.
- Obtain recommendation for graduation from the program chair.

LICENSING REQUIREMENTS

- Teacher candidates pursuing licensure at the K - 3rd, K - 9th grade levels and ALL Special Education licensure must pass the Foundations of Reading Test (FoRT) to qualify for student teaching and licensure
- Teacher candidates must pass the appropriate edTPA assessment during their student teaching experience to qualify for licensure.
- Wisconsin Department of Public Instruction (DPI) policy requires a passing score on a certification-appropriate edTPA assessment to qualify for initial licensure. DPI has also established an edTPA exceptions policy that EPPs may choose to implement. Cardinal Stritch University's exceptions policy states that initial licensure teacher candidates may submit an appeal to the Teacher Education Committee for a waiver of the edTPA passing score requirement. Candidates should contact their program advisor for the edTPA appeal guidelines.

MASTER OF SCIENCE IN SPECIAL EDUCATION

The Master of Science in Special Education is designed for teacher candidates who want to obtain a Cross Categorical Special Education license in order to work specifically with students with specific learning disabilities. Licensure may be earned at either the K - 9th grade or 4th - 12th grade level. This is a post-baccalaureate program for individuals who desire to work with learners in special education programs in high-need schools. The courses in this licensure track aim to prepare teacher candidates to teach in culturally and linguistically diverse settings.

This licensure track serves candidates who work towards licensure while they serve as teachers of record within local schools in the area of cross categorical special education at the elementary or high school level. Teacher candidates who are not currently teachers of record can either obtain their own employment within a special education classroom while attending this program, or if necessary, the University can place them in special education environments as they work to meet the requirements of the program.

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

After successful completion of the requirements for teacher licensure, students are eligible to return to the program to complete the required course options to earn a Master of Science degree.

FORMAT
The cross-categorical licensure track utilizes a cohort model of learning in a face-to-face format and an online format, depending on the course, and master's level courses are offered both face-to-face and online. Courses are offered in the evening in a year-round format.

Throughout the program, teacher candidates are required to complete a recommended number of hours of field experiences in P-12 classrooms during regular school hours. In addition, a full semester of student teaching qualifies teacher candidates to apply for a teaching license in their chosen licensure area. Stritch partnership schools will be used for field experience placements and the geographic location of teacher candidates will be used when determining student teaching placements.

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

Teacher candidates earn licensure in less than two years with the option of earning a master's degree in two years.

Master of Science in Teaching Special Education Licensure Areas
- Special Education: Kindergarten through grade 12 Cross-Categorical Special Education

REQUIRED COURSES
- EMA 500 Seminar I
- EMA 575 Advanced Classroom Management
- EMA 523 PreK-Primary Theories of Literacy & Learning
- MUE 513 Field Experience Special Education I
- EMA 563 Upper Elementary/Middle Literacy & Learning
- MUE 555 Collaborating with Families and Communities
- INED 534 Autism and Communication Disorders
- MUE 533 Field Experience Special Education III
- MUE 536 Methods for Meeting Individual Student Needs
- MUE 545 Supporting Students in the School Environment
- MUE 565 Formal and Informal Assessment
- MUE 543 Student Teaching: Urban Special Education
- EMA 604 Professional Development Seminar
- Protected Populations Course Requirement
- Environmental Studies Course Requirement

In order to receive the master's degree, students are required to take GS 503 Fundamentals of Research Methods in Education.

ADMISSION REQUIREMENTS

University Admissions Requirements:

Teacher candidates are admitted to the degree program concurrently with admission to the university.
- GPA Requirement: 2.75 cumulative or higher from bachelor's degree institutions or 3.0 cumulative or higher from graduate degree institutions
- Reading, Writing and Math Proficiency: Demonstrated through verification of completion of the DPI General Education Requirements found in PI 34.15(7)
- Candidates who have a 2.74 or lower cumulative GPA may be conditionally admitted. Conditionally admitted candidates must earn a 3.0 or higher cumulative GPA after completing either their first semester of coursework or a minimum of five (5) credits to continue in the program.

To gain full admission to the Master of Science in Teaching program, you must also provide:
- Two completed Attitude and Disposition questionnaires on the approved university forms.
- Two letters of recommendation
- A personal essay with two prompts, not more than two pages in length, outlining candidates' reasons for seeking teacher certification, life experiences that may have affected this career choice, and the level of commitment candidates are willing to make to a master's degree program.

Admitted students must meet the requirements for various benchmarks. Additional admissions criteria are required and can be found in the "Cardinal Stritch University Requirements for Initial Licensure Program Progression" document.

Benchmark I - Admission to the Teacher Education Program
- GPA Requirement: 3.0 cumulative
- Coursework Requirement: a minimum of 4 credits which must include the following courses with a grade of B- or higher
- Field Experience I
- Fundamentals of Instruction & Assessment
- Pathway Requirement (Skills and Dispositions): No minimum score required for both University Supervisor and Cooperating Teacher evaluations

Benchmark II – Admission to Student Teaching
- GPA Requirement: 3.0 cumulative
- 4 - 12 grade licensure and K - 12th grade licensure with Content Area additional requirement : 3.0 cumulative from the previous degree that contains the licensable major/minor
- Coursework Requirement: a minimum of 4 credits which must include the following courses with a grade of B- or higher:
- Field Experience II
- Advanced Methods
- FORT Requirement (passing score required)
- Passing score required pathway Requirement (Skills and Dispositions): 2.0 average/4.0 scale for both University Supervisor and Cooperating Teacher evaluations
- Candidates who have a 2.99 or lower cumulative GPA must:
    o Develop a plan with their program advisor for meeting the 3.0 GPA requirement to qualify for graduation
    o Receive an approved GPA appeal from the Teacher Education Committee to proceed with student teaching
- Candidates seeking 4th - 12th grade or K - 12th grade licensure in a content area who have a 2.99 or lower cumulative GPA from the previous degree that contains the licensable major/minor may choose one of the following options to verify their content knowledge: Provide documentation from their undergraduate institution that indicates a major GPA of 3.0 or higher for the licensable content area OR Pass the appropriate Praxis II or World Language test for their content area

Benchmark III – Admission to the Profession
- GPA Requirement: 3.0 cumulative and major
- edTPA Requirement: Passing score required

- Pathway Requirement (Skills and Dispositions): 2.5 average/4.0 scale for both University Supervisor and Cooperating Teacher evaluations
- Verification of proficiency for Wisconsin Teacher Standards 9 & 10

GRADUATION REQUIREMENTS

To qualify for graduation from this program, candidates must:
- Complete master's coursework with a 3.0 overall grade point average on a 4.0 scale with no individual grade lower than a "B-."
- Complete and earn at least a 'proficient' rating in student teaching practicum.
- Complete all requirements for the master's degree within seven consecutive academic years.
- Obtain recommendation for graduation from the program chair.

LICENSING REQUIREMENTS

- Teacher candidates pursuing licensure at the K - 3rd, K - 9th grade levels and ALL Special Education licensure must pass the Foundations of Reading Test (FoRT) to qualify for student teaching and licensure
- Teacher candidates must pass the appropriate edTPA assessment during their student teaching experience to qualify for licensure.
- Wisconsin Department of Public Instruction (DPI) policy requires a passing score on a certification-appropriate edTPA assessment to qualify for initial licensure. DPI has also established an edTPA exceptions policy that EPPs may choose to implement. Cardinal Stritch University's exceptions policy states that initial licensure teacher candidates may submit an appeal to the Teacher Education Committee for a waiver of the edTPA passing score requirement. Candidates should contact their program advisor for the edTPA appeal guidelines.

MASTER OF SCIENCE IN TEACHING

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

The MST program offers teacher licensure and a master's degree in a program specifically designed to meet the needs of the returning adult student. The program combines classroom instruction with field experience in P-12 schools. Completion of a full semester student teaching placement qualifies students to apply for a teaching license in their chosen area. After successful completion of the requirements for teacher licensure, students are eligible to return/continue to the MST Program to complete the required course options to earn a Master of Science in Teaching Degree.

REGULAR EDUCATION LICENSURE TRACK

FORMAT

The regular education licensure track utilizes a cohort model of learning in a face-to-face format with master's level courses offered both face-to-face and online. Courses are offered in the evening in a year-round format. K - 3, K - 9, 4 - 12 grade, PK - 12, and K - 12 grade regular education licensure tracks are available through the MST program.

Throughout the program, teacher candidates are required to complete a recommended number of hours of field experiences in P-12 classrooms during regular school hours. In addition, a full semester of student teaching qualifies teacher candidates to apply for a teaching license in their chosen licensure area. Stritch partnership schools will be used for field experience placements and the geographic location of teacher candidates will be used when determining student teaching placements.

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

Master of Science in Teaching Regular Education Licensure Areas
- Regular Education: Elementary and Middle School (Approximate grades: Kindergarten-9th)
- Regular Education: Middle and High School (Approximate grades: 4th- 12th)
- Art: Pre-kindergarten through grade 12
- Theater: Prekindergarten through grade 12
- World Language (Spanish or French): Prekindergarten through grade 12

Program requirements for teacher candidates seeking 4 - 12 licensure:
Teacher candidates who have earned a degree in the subject area will be required to complete the professional education courses (see Program Requirements below). Teacher candidates seeking licensure in an area in which they do not have a degree may still apply to MST but will be required to complete additional undergraduate coursework in addition to the professional education courses. Teacher candidates in this category will have their official transcripts reviewed by the corresponding department and a list of required courses will be provided to them. Teacher candidates have the option to complete content area courses at Cardinal Stritch University or at a different institution with prior approval from the corresponding department at Cardinal Stritch University. Teacher candidates who need to complete courses required for a major will be following the requirements of candidates seeking a double major, therefore the student teaching seminar shall count as the capstone requirement for them. For more information regarding undergraduate degree requirements please see the Undergraduate Catalog.

Certifiable majors for 4 - 12 licensure may be selected from the following academic areas:
Biology
Broadfield Science
Broadfield Social Studies (DPI-approved concentrations include Economics, Geography, History, Political Science, Psychology, and Sociology)
Chemistry
Computer Science
English
Environmental Studies
Foreign Language (French, Spanish)

History
Mathematics
Music
Physics
Political Science
Sociology
Theater

REQUIRED COURSES

K - 3rd grade and K - 9th grade licensure:
- EMA 500 Seminar I
- EMA 511 Fundamentals of Instruction & Assessment
- EMA 523 PreK-Primary Theories of Literacy & Learning
- EMA 530 Field Experience I
- EMA 541 Elementary Middle Content Methods
- EMA 551 Advanced Methods
- EMA 563 Upper Elementary/Middle Literacy & Learning
- EMA 570 Field Experience II
- EMA 575 Advanced Classroom Management
- EMA 604 Professional Development Seminar
- Protected Populations Course Requirement
- Environmental Studies Course Requirement

One of the following student teaching courses:
- EMA 591 Student Teaching: K - 9th grade
- EMA 592 Student Teaching: 4th - 12th grade

4th - 12th grade and K - 12th grade licensure
- EMA 500 Seminar I
- EMA 513 Fundamentals of Instruction & Assessment
- EMA 531 Field Experience I
- EMA 548 Advanced Curriculum Planning in Specific Content Areas
- EMA 554 Methods, Assessment & Unit Writing
- EMA 566 Literacy & Learning in the Content Areas
- EMA 571 Field Experience II
- EMA 576 Advanced Classroom Management
- EMA 604 Professional Development Seminar
- Protected Populations Course Requirement
- Environmental Studies Course Requirement

One of the following student teaching courses:
- EMA 593 Student Teaching 4th - 12th grade
- EMA 596 Student Teaching: PK - 12/Foreign Language
- EMA 597 Student Teaching: PK - 12/Art
- EMA 598 Student Teaching: PK - 12/Music

In order to receive the master's degree, graduate students are required to take GS 503 Fundamentals of Research Methods in Education.

ADMISSION REQUIREMENTS

University Admissions Requirements:
Teacher candidates are admitted to the degree program concurrently with admission to the university.
- GPA Requirement: 2.75 cumulative or higher from bachelor's degree institutions or 3.0 cumulative or higher from graduate degree institutions
- Reading, Writing and Math Proficiency: Demonstrated through verification of completion of the DPI General Education Requirements found in PI 34.15(7)

- Candidates who have a 2.74 or lower cumulative GPA may be conditionally admitted. Conditionally admitted candidates must earn a 3.0 or higher cumulative GPA after completing either their first semester of coursework or a minimum of five (5) credits to continue in the program.

To gain full admission to the Master of Science in Teaching program, you must also provide:
- Two completed Attitude and Disposition questionnaires on the approved university forms.
- A personal essay, not more than two pages in length, outlining candidates' reasons for seeking teacher certification, life experiences that may have affected this career choice, and the level of commitment candidates are willing to make to a master's degree program.

Admitted students must meet the requirements for various benchmarks. Additional admissions criteria are required and can be found in the "Cardinal Stritch University Requirements for Initial Licensure Program Progression" document.

Benchmark I - Admission to the Teacher Education Program
- GPA Requirement: 3.0 cumulative
- Coursework Requirement: a minimum of 4 credits which must include the following courses with a grade of B- or higher
- Field Experience I
- Fundamentals of Instruction & Assessment
- Pathway Requirement (Skills and Dispositions): No minimum score required for both University Supervisor and Cooperating Teacher evaluations

Benchmark II – Admission to Student Teaching
- GPA Requirement: 3.0 cumulative
- 4 - 12 grade licensure and K - 12th grade licensure with Content Area additional requirement : 3.0 cumulative from the previous degree that contains the licensable major/minor
- Coursework Requirement: a minimum of 4 credits which must include the following courses with a grade of B- or higher:
- Field Experience II
- Advanced Methods
- FORT Requirement (passing score required)
- Passing score required pathway Requirement (Skills and Dispositions): 2.0 average/4.0 scale for both University Supervisor and Cooperating Teacher evaluations
- Candidates who have a 2.99 or lower cumulative GPA must:
  - Develop a plan with their program advisor for meeting the 3.0 GPA requirement to qualify for graduation
  - Receive an approved GPA appeal from the Teacher Education Committee to proceed with student teaching
- Candidates seeking 4th - 12th grade or K - 12th grade licensure in a content area who have a 2.99 or lower cumulative GPA from the previous degree that contains the licensable major/minor may choose one of the following options to verify their content knowledge: Provide documentation from their undergraduate institution that indicates a major GPA of 3.0 or higher for the licensable content area OR Pass the appropriate Praxis II or World Language test for their content area

Benchmark III – Admission to the Profession
- GPA Requirement: 3.0 cumulative and major
- edTPA Requirement: Passing score required
- Pathway Requirement (Skills and Dispositions): 2.5 average/4.0 scale for both University Supervisor and Cooperating Teacher evaluations
- Verification of proficiency for Wisconsin Teacher Standards 9 & 10

GRADUATION REQUIREMENTS
To qualify for graduation from this program, candidates must:
- Complete master's coursework with a 3.0 overall grade point average on a 4.0 scale with no individual grade lower than a "B-."
- Complete and earn at least a 'proficient' rating in student teaching practicum.
- Complete all requirements for the master's degree within seven consecutive academic years.
- Obtain recommendation for graduation from the program chair.

LICENSING REQUIREMENTS
- Teacher candidates pursuing licensure at the K - 3rd, K - 9th grade levels and ALL Special Education licensure must pass the Foundations of Reading Test (FoRT) to qualify for student teaching and licensure

- Teacher candidates must pass the appropriate edTPA assessment during their student teaching experience to qualify for licensure.
- Wisconsin Department of Public Instruction (DPI) policy requires a passing score on a certification-appropriate edTPA assessment to qualify for initial licensure. DPI has also established an edTPA exceptions policy that EPPs may choose to implement. Cardinal Stritch University's exceptions policy states that initial licensure teacher candidates may submit an appeal to the Teacher Education Committee for a waiver of the edTPA passing score requirement. Candidates should contact their program advisor for the edTPA appeal guidelines.

DIRECTOR OF SPECIAL EDUCATION AND PUPIL SERVICES LICENSURE

The Special Education Leadership- Director of Special Education and Pupil Services Licensure Program leads candidates to a Wisconsin Department of Public Instruction licensure as Director of Special Education and Pupil Services (#80). It features doctoral-level coursework in social justice leadership, special education law and policy, advanced educational methods for teaching a diverse student body, instructional leadership, and program administration. Through coursework, fieldwork, and on-the-job mentoring with current special education administrators, students will develop the knowledge, skills, and disposition needed to serve as a Director of Special Education and Pupil Services. The program is aligned with the Wisconsin Administrator and Director of Special Education and Pupil Services Content Standards and the Council for Exceptional Children's Advanced Preparation Standards. This program is only offered in an online format.

REQUIRED COURSES

- SED 740 Leading Diverse Educational Systems: Rethinking the Boundaries of School
- SED 741 Special Education Leadership Practicum 1
- SED 795 Legal and Political Analysis of Special Education
- SED 796 Instructional Leadership: Advanced Methods in Meeting the Needs of Diverse Learners
- SED 797 Special Education Leadership Practicum 2

Additional Administrative Leadership Requirements for students who do not hold an approved administrative license or degree (per transcript review)
- GS 501 Introduction to Leadership
- GS 502 Leading Complex Systems
- EDU 575 Leading Beyond Organization Improvement

ADMISSION REQUIREMENTS

To qualify for this program, candidates must have:
- A master's degree in an education-related field.
- Three years of full-time teaching experience or experience as a school counselor, psychologist or social worker.
- Two completed attitude and disposition questionnaires.
- A one-to-two-page essay demonstrating your current leadership competencies.

Applications are reviewed on a rolling basis.

PROGRAM COMPLETION REQUIREMENTS

To qualify for this additional licensure, students must:
- Complete required coursework with a minimum cumulative grade point average of 3.0 with no individual course or applied grades below a "C."
- Satisfactorily demonstrate proficiency in each Wisconsin Administrator Director of Special Education and Pupil Services Content, and the Council for Exceptional Children's Advanced Preparation Standards via a Leadership Portfolio.
- Satisfactorily complete 2, one-credit practicum courses and required hours.
- Satisfactorily complete all program requirements within seven years from the first date of enrollment.

DISTRICT ADMINISTRATOR LICENSURE

The District Administrator Licensure Program leads to licensure for the district administrator (superintendent) license in the state of Wisconsin.

The 21-credit District Administrator Licensure Program is delivered in an accelerated, cohort model. A cohort is composed of 10-12 students taking courses together and moving through the program as a group over 14 months. Classes typically meet on weekends which enable students to pursue this licensure while simultaneously continuing their careers. The faculty is a mix of doctoral faculty, and practicing and retired superintendents.

PROGRAM FORMAT

The program is designed for the practicing school administrator who aspires to district leadership as a superintendent or assistant superintendent. The typical cohort is made up of principals, assistant principals, directors of instruction, directors of pupil services, business managers, or other roles that provide a strong basis for the potential of district-level leadership. The cohort model provides a diverse forum for discussion and a rich, ongoing professional environment for learning.

Study teams are developed within each cohort to provide additional study and preparation time and to extend the professional conversation. Study teams typically meet between class sessions at a time and place mutually agreed upon by the members of the team. A practicum of several months will provide each student with superintendent experiences under the guidance and supervision of a practicing superintendent and a Cardinal Stritch University supervisor.

A new cohort begins each September and moves through the seven-course, 21-credit program in 14 months. The coursework and practicum experiences build on those skills gained in a master's degree program and the professional experiences of the students. Emphasis is placed on effective, moral leadership from the superintendent perspective with district economics and finance, working with the school board, leading the learning organization, and a thorough understanding of the standards for teachers and administrators.

A structured practicum experience is created for each student in cooperation with his/her superintendent and a representative from the Cardinal Stritch University faculty, usually a veteran or retired superintendent. The practicum will provide the full range of experiences so the student is familiar with the superintendent role in all of its leadership aspects. The DPI Administrator Standards serve as a guide for the practicum.

LICENSURE INFORMATION

District administrator students who have an immediate need for a license are eligible for a *provisional* district administrator license at the start of the program. All students are eligible for the *professional* district administrator license at the completion of the program. Note that a district administrator license requires administrative certification as a principal as a prerequisite.

REQUIRED COURSES

Students who complete the District Administrator Licensure program and who aspire to a doctoral degree, may transfer the 700-level credits into the Doctoral Program at Cardinal Stritch University, providing an efficient, dual use of the coursework. Note: Licensure Program students need to apply separately to the Doctoral Program and go through the selective admission process.

Doctoral students who want to achieve the District Administrator license need to complete ED 760, The Superintendency, ED770, Economics and Finance, and the Practicum experience to be eligible for the license.

- ED 710 Leadership Theory: Evolution and Influences
- ED 714 Dimensions of Leadership
- ED 760 The Superintendency
- ED 770 School Finance and Economics
- ED 771 Leadership Development Seminar I
- ED 772 Leadership Development Seminar II
- ED 774 Leadership Perspective of the Nature and Nurture of Learning
- ED 776 Leadership in Planning, Facilitating and Assessing Learning

Grading

The District Administrator Licensure program uses the same grading assessments as the doctoral program. Students are assessed as High Pass/Pass/Incomplete/Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an "A", Pass is equivalent to a "B" and Fail is equivalent to an "F." The program uses rubrics based on course and program outcomes as assessment guides.

ADMISSION REQUIREMENTS

To qualify for admission to the District Administrator licensure program at Cardinal Stritch University, students must have:
- Three years of administrative experience in K-12 schools.
- Master's degree from a regionally-accredited college or university in the field of education.
- A grade point average of 3.5 on a 4.0 scale in master's coursework.
- Three structured references.
- A current administrative license: Director of Instruction, Principal, Business Manager, or Director of Pupil Services.
- Current resume.

LICENSURE REQUIREMENTS

A student is a candidate for District Administrator licensure when:
- All superintendent coursework has been successfully completed.
- Practicum Experience has been successfully completed.
- All financial obligations incurred with the University have been met.
- Obtain recommendation of the program chair.

DOCTORATE IN LANGUAGE AND LITERACY (PH.D.)

Literacy is a process by which language is used and information is acquired, communicated, integrated, and applied for different purposes. Literacy is defined as reading, writing, listening, speaking, and viewing within a variety of cultural, historical, social, and institutional settings. In an era of rapid and dramatic social change, the significance of literacy has accelerated. Global communication, the Internet, and public policy are creating new forms of literacy such as digital media and placing new demands on the literate population. The goal of this program is to develop language and literacy leaders who understand theoretical, instructional, and cultural models of literacy and who use their knowledge to service literacy acquisition, development, and instruction at a global, community, school, and personal level. It will lead students to visualize new trends in literacy education by balancing theory and pragmatics to support informed, systemic change. Students will acquire understanding of and familiarity with a wide range of perspectives but each student will develop a specific interest or a particular area of specialization within the field of language and literacy. In addition, students can obtain their 316 Reading Teacher and 317 Reading Specialist License from the Wisconsin Department of Public Instruction.

The expected outcomes of the program are as follows:
- Critique and apply neurocognitive, linguistic, cognitive, and sociocultural models of literacy as solutions to contemporary literacy issues in four general areas: Oral and written language development; phonological processes; lexical and semantic comprehension processes; and sociocultural influences on literacy.
- Summarize, compare and evaluate theoretical and instructional perspectives in relation to current literacy issues.
- Articulate and apply program content to classroom, district, and community contexts.
- Construct literature reviews on selected literacy topics.
- Evaluate and implement multiple ways of designing and collecting data at a classroom, district and community level.
- Summarize, analyze and design descriptive/qualitative and experimental/quantitative research formats.
- Design, implement, and evaluate dissertation research that advances the literacy knowledge base

The Doctorate of Philosophy in Literacy and Language is a logical extension of Stritch's commitment to live and promote the Franciscan Values of peacemaking, community, caring, and hospitality. The doctoral program takes these values one step further, to embrace the spirit of a dream St. Francis had in which God directed him to "Rebuild my church." More specifically, the program involves the Stritch community to empower men and women with leadership skill, cutting-edge knowledge, and opportunities for responsible social reconstruction within local, regional, and global communities.

STUDENT POPULATION
The program is designed for mature professionals with substantial experience in teaching, program development, administration, and/or staff development who wish to earn the doctorate in four to five years. Students may undertake the program without having to relinquish full-time employment or change their residence. In essence, the program is designed to facilitate the development of practical and effective leaders for broader communities.

COURSEWORK
Students complete a 54 credit course sequence in three years. The maximum time limit for completing the program including the dissertation is seven years. Students continuing dissertation scholarship beyond the three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee and to have access to the University resources for research.

REQUIRED COURSES
Research Content Area
- ED 740 Research Seminar A
- ED 741 Research Practica A
- ED 742 Research Seminar B
- ED 743 Research Practica B
- ED 744 Research Seminar C
- ED 745 Research Practica C
- EDP 850 Advanced Statistics I

Leadership and Service Content Area
- ED 710 Leadership Theory: Evolution and Influences
- ED 714 Dimensions of Leadership

- ED 730 Service Theory: Evolution and Influences
- ED 734 Dimensions of Leading to Serve

Language and Literacy Content Area
- EDL 712 Current Issues in Assessment
- EDL 706 Theoretical Models of Literature and Language
- EDL 720 Writing Theory, Practice and Assessment
- EDL 740 Comprehension
- EDL 750 Language Acquisition
- EDL 762 Word Knowledge

WEEKEND SEMINARS

The fall/spring curriculum sequence provides a six-semester series of weekend academic seminars supported by study team sessions. Doctoral classes meet one weekend per month (Friday night, Saturday, and four hours on Sunday) September through April. They meet for four weekends over the summer months.

STUDY TEAMS

Study teams are an integral part of the doctoral program educational model. The groups meet regularly outside of scheduled course times and function as mutual support mechanisms. Study team members make the commitment to work together both in and outside of class and assist each other in meeting the objectives and outcomes of the course through a shared learning environment.

GRADING

Doctoral courses will be assessed High Pass/Pass/Incomplete/ Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an "A," Pass is equivalent to a "B" and Fail is equivalent to an "F."

TECHNOLOGY COMPETENCY

Enrollment in the doctoral program requires competency in the use of electronic media to facilitate efficient and environmentally conscious communication among constituents regardless of location. Students will be expected to have access to a personal computer for email, word processing, spreadsheets, and graphic displays, and the use of the Internet for research and networking.

READING TEACHER LICENSURE/ READING SPECIALIST LICENSURE

An optional 316 Reading Teacher licensure and 317 Reading Specialist license from the Wisconsin Department of Public Instruction is available with additional coursework depending upon prior experience of the student and is subject to approval by the Department of Public Instruction. This will be handled on an individual basis. Successful completion of the Wisconsin Foundation of Reading Test is required in order to apply for certification (passing score is 240).

ADMISSIONS REQUIREMENTS

To be considered for admission into the program, candidates must submit the following:
- Application for admission
- Official transcripts from all post-secondary institutions attended, including evidence of master's degree completion
- Evidence of grade point average (GPA) of 3.5 on a 4.0 scale in master's coursework
- Portfolio consisting of, but not limited to, the criteria listed below
- Curriculum vitae that documents formal education, professional work experience, honors, achievements, and activities related to education.
- Three letters of recommendation
- A writing sample consisting of a formal essay with a maximum of six double-spaced pages--see below for details

   The formal essay should be divided into these four sections:
   - Section 1: Language Development and Literacy
      - Define literacy and describe how literacy is related to language development.
      - Describe your experiences in facilitating the language development and literacy of others.
   - Section 2: Language and Literacy Experiences

- o Describe personal experiences in your literacy development.
- o Describe the work of one individual in the field of language and literacy who has particularly influenced your professional
- o Section 3: Organizational Transformation
  - o What are the current needs within the field of literacy?
  - o Describe how you have participated in or will foster change in the field of language development and literacy.
  - o Describe inhibitors and facilitators of change as you perceived them.
- o Section 4: Goals for Doctorate in Language and Literacy Program
  - o Identify your goals and expectations for pursuing this doctorate.
  - o Describe how the attainment of this degree will enhance your ability to transform literacy practice

The formal essay is an essential aspect of the admission process. Follow the guidelines carefully, addressing all items. The essay will be evaluated based on the following criteria:
- o Content relevance to topic proposed
- o Clarity of presentation
- o Maturity of style
- o Maximum of six double-spaced pages

Applicants educated outside of the U.S. must follow academic admission procedures relating to English ability and credential evaluation as described on the International Admissions webpage.

GRADUATION REQUIREMENTS

A student is a candidate for the Ph.D. degree when:
- All Cardinal Stritch University coursework has been successfully completed.
- The Dissertation has been accepted and approved.
- The Oral Presentation has been successfully completed.
- All financial obligations incurred with the University have been met.
- All graduate credits applied to the degree have been earned within seven years at the time of graduation.
- Recommendation for graduation has been obtained from the program chair.

DOCTORATE IN LEADERSHIP FOR THE ADVANCEMENT OF LEARNING AND SERVICE (PH.D.)

The Doctorate in Leadership for the Advancement of Learning and Service provides advanced study in leadership that prepares graduates to make significant contributions to their organizations and to their communities. Specifically, the program design develops leadership knowledge, skills and attitudes that serve the creation of exceptional learning organizations capable of meaningful service to the common good. The program's ultimate goal is the transformation of individuals and organizations to enhance the quality of life in the greater community prepared to face the challenges of the 21st century.

The course of study is designed for educators, other professionals, and researchers representing all disciplines and professions. The doctoral programs at Cardinal Stritch University are active in key decision-making groups affecting the quality of life throughout southeastern Wisconsin, the Midwest, and beyond. Stritch continues to play a leadership role among Franciscan institutions across the country, and throughout the world, for renewing and embodying Franciscan Values.

Both the Doctorate in Leadership for the Advancement of Learning and Service and the Doctorate in Leadership for the Advancement of Learning and Service in Higher Education are natural extensions of Stritch's commitment to live and promote the Franciscan Values of peacemaking, community, caring and hospitality. More specifically, the program prepares men and women with leadership skills, cutting-edge knowledge and community-based opportunities to exercise responsible leadership in their organizations and communities.

THE DISSERTATION

The dissertation component requires rigid adherence to standards of research methodology while analyzing the data for practical implications in the development of original scholarship. All dissertations must address leadership for the advancement of learning and service, and explicate practical applications implied in the results. The dissertation is fully incorporated into the regular coursework to integrate both course knowledge, theory, and practice.

COURSEWORK

All doctoral students complete the course sequence which is comprised of 59 credits in three years of work. The maximum time limit for completing the program including the dissertation is seven years. Students continuing dissertation scholarship beyond the three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee and to have access to the University resources for research.

Each student develops an Individual Plan of Scholarship that focuses on knowledge, skills, and character development related to leadership for learning and service. The Individual Plan of Scholarship provides a focusing framework for seminars, independent study, field practice, and research. The plan is developed and assessed through demonstrations of knowledge, skills, and dispositions described in performance indicators. Evidence of progress and proficiency related to the Individual Plan of Scholarship comprise the student portfolios.

REQUIRED COURSES

Summer Institutes Content Area
- ED 700 Leadership Year Overview
- ED 701 Seminar in Leading a Learning Organization
- ED 750 Leadership in Learning and Service Institute I
- ED 751 Leadership in Learning and Service Institute II

Research Content Area
- ED 740 Research Seminar A
- ED 741 Research Practica A
- ED 742 Research Seminar B
- ED 743 Research Practica B
- ED 744 Research Seminar C
- ED 745 Research Practica C
- EDP 801 Survey Research
- EDP 850 Advanced Statistics I

- Choose one from:
  - EDP 852 Qualitative Data Analysis
  - EDP 853 Qualitative Data Collection
  - EDP 881 Writing the Research Narrative

Leadership, Learning and Service Content Area
- ED 710 Leadership Theory: Evolution and Influences
- ED 714 Dimensions of Leadership
- ED 720 Learning Theory: Evolution and Influences
- ED 724 Dimensions of Leading the Learning Organization
- ED 730 Service Theory: Evolution and Influences
- ED 734 Dimensions of Leading to Serve

STUDENT POPULATIONS
The program is designed for professionals with present or emerging leadership responsibilities in a variety of learning communities: universities and colleges, business and industry, health care institutions, community organizations, social services, unions, libraries, government agencies, vocational education, staff training programs, consulting organizations, international agencies as well as K-12 public, private and parochial schools. Participants share a common interest in leadership, and may use their own work sites as a focus of graduate study. In essence, the program is designed to facilitate the development of effective leaders across a broad base of communities.

COHORT GROUP
Students enroll in a cohort group with approximately 20-24 members. Each cohort group begins with an introductory seminar. Members of the cohort group support and challenge one another to accomplish goals, study together, collaborate on projects, and teach each other what they learn about leadership through community service and individualized study.

STUDY TEAMS
Each study team is composed of 3-5 students. The study team is responsible for meeting together in a location and time apart from the regularly scheduled seminar meetings. For each seminar, the study team supports individual member's exploration of leadership theory and influences through readings, experiences, case studies, and models. The study team will set its own agenda that meets the needs of its members, documents activities, shares its findings in a seminar session, and evaluates its effectiveness as a model of a learning community.

DISTRICT ADMINISTRATOR'S LICENSURE PROGRAM
Students interested in earning the District Administrator's License in Wisconsin will enroll in two additional seminars related to competencies required by the Department of Public Instruction but not incorporated into the doctoral program (The Superintendency and School Finance). A structured practicum experience is created for each student in cooperation with his/her superintendent and a representative from the Cardinal Stritch University faculty, usually a veteran or retired superintendent.

THE SUMMER INSTITUTES
The summer curriculum sequence is comprised of a Leadership in Learning and Service Institute series over three years. Each Institute provides focused seminar study of current leadership research, theory and practice. Introductory seminars to the doctoral study and research are integrated into a conference-style atmosphere with numerous speakers, facilitators, and workshops on cutting-edge topics in leadership, learning, and service.

FALL/SPRING WEEKEND SEMINARS
The fall/spring curriculum sequence provides a six-semester series of weekend academic seminars supplemented by study team sessions. The academic seminars engage directed study of leadership, learning, service, and research. The learning team sessions provide for completion of academic seminar assignments and continuing exploration of leadership study. Doctoral classes meet one weekend per month (Friday night, Saturday, and Sunday).

TIME LIMITATION

The course sequence is three years, and students are expected to complete the program in three to four years. The maximum time limit for completing the program, including dissertation, is seven years. Students continuing dissertation scholarship beyond the prescribed three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee, and to have access to university resources for research.

COMMUNITY MENTOR
Cardinal Stritch University employs a unique program where each student obtains his/her own community mentor during his/her doctoral studies. The doctoral student selects a community mentor who also reflects the student's background, interests, and goals. The mentor serves as an external support and advisor who is grounded in the real world of leadership, learning, and service. Mentors have a wealth of knowledge and experience that can be shared with the doctoral student.

GRADING
Doctoral seminars and practica will be assessed High Pass/Pass/Incomplete/Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an "A," Pass is equivalent to a "B" and Fail is equivalent to an "F." Successful demonstration of program outcomes and performance indicators will determine passing. All program outcomes must be demonstrated successfully in order to complete the degree.

TECHNOLOGY COMPETENCY
Enrollment in the doctoral program requires competency in the use of technology to facilitate efficient and environmentally conscious communications among constituents, regardless of locations. Students will be expected to have access to a personal computer for email, word processing, spreadsheets, and graphic displays, and the use of the Internet for research and networking.

ADMISSIONS REQUIREMENTS
To be considered for admission into the program, students must submit:
- Official transcripts from all post-secondary institutions attended, including evidence of master's degree completion.
- Grade point average of 3.5 on a 4.0 scale in master's coursework is required.
- Resume or Vitae.
- Three letters of recommendation.
- Formal Essay (Divided in four sections)
  - Section 1 – Leadership and Change
    - Define and describe leadership
    - Give an example of how you have functioned as a leader in your position
    - Describe how you have participated in change. Describe inhibitors and facilitators of change as you perceived them
  - Section 2 – Learning
    - Describe your interest in creating a 'Learning Organization'
    - Describe what you have done to contribute to the creation of a 'Learning Organization'
  - Section 3 – Service and Organizational Transformation
    - Define what you feel is the relationship among leadership, learning, and service
    - Describe how your service has been applied to the transformation of an organization
  - Section 4 – Goals for Doctorate in Leadership
    - Identify goals and expectations for pursuing a Doctorate in Leadership
    - Describe how the attainment of this degree will enhance your ability to lead and transform organizations
- Interview with doctoral admissions committee

  This essay is an essential aspect of the admission process and will be carefully evaluated in order to make a decision on a candidate's entry into the doctoral program. Follow the guidelines carefully, addressing all items. The essay will be evaluated as to:
  - Content relevance to topic proposed
  - Clarity of presentation
  - Maturity of style
  - Maximum of six double-spaced pages

GRADUATION REQUIREMENTS
A student is a candidate for the Ph.D. degree when:

- All doctoral coursework has been successfully completed.
- All three yearly assessments of the curriculum strands have been successfully completed.
- The Dissertation has been accepted and approved.
- The Oral Presentation has been successfully completed.
- All financial obligations incurred with the University have been met.
- All graduate credits applied to the degree have been earned within seven years at the time of graduation.
- Obtain recommendation for graduation from the program chair.

DOCTORATE IN LEADERSHIP FOR THE ADVANCEMENT OF LEARNING AND SERVICE IN HEALTH CARE (PH.D.)

The Doctorate in Leadership for the Advancement of Learning and Service in Health Care (Ph.D.) will prepare graduates to make significant contributions to their organizations and to become a transformational leader in health care.

The program is designed for current and aspiring health care facility administrators (i.e., hospitals, clinics, and residential treatment centers), nursing educators/leaders and other medical professionals such as physicians, psychologists, therapists, and others. These leaders will be seeking leadership development and social science/educational research skills through degrees beyond their current/needed license or occupational requirements to influence the health care discipline and be catalysts for meaningful change within their organization.

The curriculum for the Doctorate in Leadership for the Advancement of Learning and Service in Heath Care focuses on contemporary leadership theories with a strong foundation in research. A broad understanding of the complex nature of health care is woven throughout the curriculum, but the primary focus of the program is to prepare graduates to lead through meaningful change and transformation.

THE DISSERTATION

The dissertation component requires rigid adherence to standards of research methodology while analyzing the data for practical implications in the development of original scholarship. All dissertations must address leadership for the advancement of learning and service, and explicate practical applications implied in the results. The dissertation is fully incorporated into the regular coursework to integrate both course knowledge, theory, and practice.

COURSEWORK

All doctoral students complete the course sequence which is comprised of 59 credits in three years of work, The maximum time limit for completing the program including the dissertation is seven years. Students continuing dissertation scholarship beyond the three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee and to have access to the University resources for research.

REQUIRED COURSES

Health Care Content Area
- ED xxx Health Care: Ethical Foundations and Influences
- ED xxx Health Care: Trends and Issues in a Digital Age
- ED xxx Health Care: Quality, Integration and Innovation

Research Content Area
- ED 740 Research Seminar A
- ED 741 Research Practica A
- ED 742 Research Seminar B
- ED 743 Research Practica B
- ED 744 Research Seminar C
- ED 745 Research Practica C
- EDP 801 Survey Research
- EDP 850 Advanced Statistics I
- Choose one from:
    - EDP 852 Qualitative Data Analysis
    - EDP 853 Qualitative Data Collection
    - EDP 881 Writing the Research Narrative

Leadership, Learning and Service Content Area
- ED 700 Leadership Year Overview
- ED 710 Leadership Theory: Evolution and Influences
- ED 714 Dimensions of Leadership
- ED 720 Learning Theory: Evolution and Influences

- ED 724 Dimensions of Leading the Learning Organization
- ED 730 Service Theory: Evolution and Influences
- ED 734 Dimensions of Leading to Serve

STUDENT POPULATIONS

The program is designed for professionals with present or emerging leadership responsibilities in a variety of learning communities however the focus is leadership in higher education settings. Participants share a common interest in leadership in higher education, and may use their own work sites as a focus of graduate study. In essence, the program is designed to facilitate the development of effective leaders in higher education settings.

COHORT GROUP

Students enroll in a cohort group with approximately 20-24 members. Each cohort group begins with an introductory seminar. Members of the cohort group support and challenge one another to accomplish goals, study together, collaborate on projects, and teach each other what they learn about leadership through community service and individualized study.

STUDY TEAMS

Each study team is composed of 3-5 students. The study team is responsible for meeting together in a location and time apart from the regularly scheduled seminar meetings. For each seminar, the study team supports individual member's exploration of leadership theory and influences through readings, experiences, case studies, and models. The study team will set its own agenda that meets the needs of its members, documents activities, shares its findings in a seminar session, and evaluates its effectiveness as a model of a learning community.

FALL/SPRING WEEKEND SEMINARS

The fall/spring curriculum sequence provides a six-semester series of weekend academic seminars supplemented by study team sessions. The academic seminars engage directed study of leadership, learning, service, and research. The learning team sessions provide for completion of academic seminar assignments and continuing exploration of leadership study. Doctoral classes typically meet one weekend per month in Wisconsin (Friday night, Saturday, and Sunday).

TIME LIMITATION

The course sequence is three years, and students are expected to complete the program in three to four years. The maximum time limit for completing the program, including dissertation, is seven years. Students continuing dissertation scholarship beyond the prescribed three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee, and to have access to university resources for research.

COMMUNITY MENTOR

Cardinal Stritch University employs a unique program where each student obtains his/her own community mentor during his/her doctoral studies. The doctoral student selects a community mentor who also reflects the student's background, interests, and goals. The mentor serves as an external support and advisor who is grounded in the real world of leadership, learning, and service. Mentors have a wealth of knowledge and experience that can be shared with the doctoral student.

GRADING

Doctoral seminars and practica will be assessed High Pass/Pass/Incomplete/Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an "A," Pass is equivalent to a "B" and Fail is equivalent to an "F." Successful demonstration of program outcomes and performance indicators will determine passing. All program outcomes must be demonstrated successfully in order to complete the degree.

TECHNOLOGY COMPETENCY

Enrollment in the doctoral program requires competency in the use of technology to facilitate efficient and environmentally conscious communications among constituents, regardless of locations. Students will be expected to have access to a personal computer for email, word processing, spreadsheets, and graphic displays, and the use of the Internet for research and networking.

ADMISSIONS REQUIREMENTS

To be considered for admission into the program, students must submit:

- Official transcripts from all post-secondary institutions attended, including evidence of master's degree completion.
- Grade point average of 3.5 on a 4.0 scale in master's coursework is required.
- Resume or Vitae
- Three letters of recommendation
- Formal Essay (Divided in four sections)
  - Section 1 – Leadership and Change
    - Define and describe leadership
    - Give an example of how you have functioned as a leader in your position
    - Describe how you have participated in change. Describe inhibitors and facilitators of change as you perceived them
  - Section 2 – Learning
    - Describe your interest in creating a 'Learning Organization'
    - Describe what you have done to contribute to the creation of a 'Learning Organization'
  - Section 3 – Service and Organizational Transformation
    - Define what you feel is the relationship among leadership, learning, and service
    - Describe how your service has been applied to the transformation of an organization
  - Section 4 – Goals for Doctorate in Leadership in Health Care
    - Identify goals and expectations for pursuing a Doctorate in Leadership in Health Care
    - Describe how the attainment of this degree will enhance your ability to lead and transform organizations
- Interview with doctoral admissions committee

This essay is an essential aspect of the admission process and will be carefully evaluated in order to make a decision on a candidate's entry into the doctoral program. Follow the guidelines carefully, addressing all items. The essay will be evaluated as to:
  - Content relevance to topic proposed
  - Clarity of presentation
  - Maturity of style
  - Maximum of six double-spaced pages

GRADUATION REQUIREMENTS
A student is a candidate for the Ph.D. degree when:
- All doctoral coursework has been successfully completed.
- All three yearly assessments of the curriculum strands have been successfully completed.
- The Dissertation has been accepted and approved.
- The Oral Presentation has been successfully completed.
- All financial obligations incurred with the University have been met.
- All graduate credits applied to the degree have been earned within seven years at the time of graduation.
- Obtain recommendation for graduation from the program chair

DOCTORATE IN LEADERSHIP FOR THE ADVANCEMENT OF LEARNING AND SERVICE IN HIGHER EDUCATION (PH.D.)

The Doctorate in Leadership for the Advancement of Learning and Service in Higher Education prepares students to make significant contributions to their organization and community while helping them become a transformational leader in higher education. The program is designed for current and aspiring leaders working in two- and four-year colleges, universities and community or technical colleges who seek to be a catalyst for meaningful change within their organization. Specifically, the program design develops leadership knowledge, skills and attitudes that serve the creation of exceptional learning organizations within higher education, capable of meaningful service to the common good.

The course of study is designed for educators, other professionals, and researchers representing all disciplines and professions. Graduates will ultimately create replicable models of productive and service-centered higher education organizations, prepared to face the challenges of the 21st century.

Both the Doctorate in Leadership for the Advancement of Learning and Service and the Doctorate in Leadership for the Advancement of Learning and Service in Higher Education are natural extensions of Stritch's commitment to live and promote the Franciscan Values of peacemaking, community, caring and hospitality. More specifically, the program prepares men and women with leadership skills, cutting-edge knowledge and community-based opportunities to exercise responsible leadership in their organizations and communities.

THE DISSERTATION
The dissertation component requires rigid adherence to standards of research methodology while analyzing the data for practical implications in the development of original scholarship related to higher education. All dissertations must address leadership for the advancement of learning and service in higher education, and explicate practical applications implied in the results. The dissertation is fully incorporated into the regular coursework to integrate both course knowledge, theory, and practice within the higher education context.

COURSEWORK
All doctoral students complete the course sequence which is comprised of 59 credits in three years of work. The maximum time limit for completing the program including the dissertation is seven years. Students continuing dissertation scholarship beyond the three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee and to have access to the University resources for research.

Each student develops an Individual Plan of Scholarship that focuses on knowledge, skills, and character development related to leadership for learning and service. The Individual Plan of Scholarship provides a focusing framework for seminars, independent study, field practice, and research. The plan is developed and assessed through demonstrations of knowledge, skills, and dispositions described in performance indicators. Evidence of progress and proficiency related to the Individual Plan of Scholarship comprise the student portfolios.

REQUIRED COURSES
Higher Education Content Area
- EDHE 783 Student Affairs Administration in Higher Education
- EDHE 784 Innovative Strategies in Higher Education
- EDHE 790 Leadership in Learning and Service Institute for Higher Education I
- EDHE 791 The American College and University: Past, Present, and Future
- EDHE 795 Curriculum, Instruction, and Assessment
- EDHE xxx Legal and Ethical Issues in Higher Education

Research Content Area
- ED 740 Research Seminar A
- ED 741 Research Practica A
- ED 742 Research Seminar B
- ED 743 Research Practica B
- ED 744 Research Seminar C
- ED 745 Research Practica C

- EDP 801 Survey Research
- EDP 850 Advanced Statistics I
- Choose one from:
    - EDP 852 Qualitative Data Analysis
    - EDP 853 Qualitative Data Collection
    - EDP 881 Writing the Research Narrative

Leadership, Learning and Service Content Area
- ED 700 Leadership Year Overview
- ED 710 Leadership Theory: Evolution and Influences
- ED 714 Dimensions of Leadership
- ED 720 Learning Theory: Evolution and Influences
- ED 724 Dimensions of Leading the Learning Organization
- ED 730 Service Theory: Evolution and Influences
- ED 734 Dimensions of Leading to Serve

STUDENT POPULATIONS

The program is designed for professionals with present or emerging leadership responsibilities in a variety of learning communities however the focus is leadership in higher education settings. Participants share a common interest in leadership in higher education, and may use their own work sites as a focus of graduate study. In essence, the program is designed to facilitate the development of effective leaders in higher education settings.

COHORT GROUP

Students enroll in a cohort group with approximately 20-24 members. Each cohort group begins with an introductory seminar. Members of the cohort group support and challenge one another to accomplish goals, study together, collaborate on projects, and teach each other what they learn about leadership through community service and individualized study.

STUDY TEAMS

Each study team is composed of 3-5 students. The study team is responsible for meeting together in a location and time apart from the regularly scheduled seminar meetings. For each seminar, the study team supports individual member's exploration of leadership theory and influences through readings, experiences, case studies, and models. The study team will set its own agenda that meets the needs of its members, documents activities, shares its findings in a seminar session, and evaluates its effectiveness as a model of a learning community.

DISTRICT ADMINISTRATOR'S LICENSURE PROGRAM

Students interested in earning the District Administrator's License in Wisconsin will enroll in two additional seminars related to competencies required by the Department of Public Instruction but not incorporated into the doctoral program. (The Superintendency and School Finance). A structured practicum experience is created for each student in cooperation with his/her superintendent and a representative from the Cardinal Stritch University faculty, usually a veteran or retired superintendent.

THE SUMMER INSTITUTES

The summer curriculum sequence is comprised of a Leadership in Learning and Service Institute series over three years. Each Institute provides focused seminar study of current leadership research, theory and practice. Introductory seminars to the doctoral study and research are integrated into a conference-style atmosphere with numerous speakers, facilitators, and workshops on cutting-edge topics in leadership, learning, and service.

FALL/SPRING WEEKEND SEMINARS

The fall/spring curriculum sequence provides a six-semester series of weekend academic seminars supplemented by study team sessions. The academic seminars engage directed study of leadership, learning, service, and research. The learning team sessions provide for completion of academic seminar assignments and continuing exploration of leadership study. Doctoral classes typically meet one weekend per month in Wisconsin (Friday night, Saturday, and Sunday).

TIME LIMITATION

The course sequence is three years, and students are expected to complete the program in three to four years. The maximum time limit for completing the program, including dissertation, is seven years. Students continuing dissertation scholarship beyond the prescribed three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee, and to have access to university resources for research.

COMMUNITY MENTOR

Cardinal Stritch University employs a unique program where each student obtains his/her own community mentor during his/her doctoral studies. The doctoral student selects a community mentor who also reflects the student's background, interests, and goals. The mentor serves as an external support and advisor who is grounded in the real world of leadership, learning, and service. Mentors have a wealth of knowledge and experience that can be shared with the doctoral student.

GRADING

Doctoral seminars and practica will be assessed High Pass/Pass/Incomplete/Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an "A," Pass is equivalent to a "B" and Fail is equivalent to an "F." Successful demonstration of program outcomes and performance indicators will determine passing. All program outcomes must be demonstrated successfully in order to complete the degree.

TECHNOLOGY COMPETENCY

Enrollment in the doctoral program requires competency in the use of technology to facilitate efficient and environmentally conscious communications among constituents, regardless of locations. Students will be expected to have access to a personal computer for email, word processing, spreadsheets, and graphic displays, and the use of the Internet for research and networking.

ADMISSIONS REQUIREMENTS

To be considered for admission into the program, students must submit:
- Official transcripts from all post-secondary institutions attended, including evidence of master's degree completion.
- Grade point average of 3.5 on a 4.0 scale in master's coursework is required.
- Resume or Vitae
- Three letters of recommendation
- Formal Essay (Divided in four sections)
  - Section 1 – Leadership and Change
    - Define and describe leadership
    - Give an example of how you have functioned as a leader in your position
    - Describe how you have participated in change. Describe inhibitors and facilitators of change as you perceived them
  - Section 2 – Learning
    - Describe your interest in creating a 'Learning Organization'
    - Describe what you have done to contribute to the creation of a 'Learning Organization'
  - Section 3 – Service and Organizational Transformation
    - Define what you feel is the relationship among leadership, learning, and service
    - Describe how your service has been applied to the transformation of an organization
  - Section 4 – Goals for Doctorate in Leadership in Higher Education
    - Identify goals and expectations for pursuing a Doctorate in Leadership in Higher Education
    - Describe how the attainment of this degree will enhance your ability to lead and transform organizations
- Interview with doctoral admissions committee

This essay is an essential aspect of the admission process and will be carefully evaluated in order to make a decision on a candidate's entry into the doctoral program. Follow the guidelines carefully, addressing all items. The essay will be evaluated as to:
- Content relevance to topic proposed
- Clarity of presentation
- Maturity of style
- Maximum of six double-spaced pages

GRADUATION REQUIREMENTS

A student is a candidate for the Ph.D. degree when:

- All doctoral coursework has been successfully completed.
- All three yearly assessments of the curriculum strands have been successfully completed.
- The Dissertation has been accepted and approved.
- The Oral Presentation has been successfully completed.
- All financial obligations incurred with the University have been met.
- All graduate credits applied to the degree have been earned within seven years at the time of graduation.
- Obtain recommendation for graduation from the program chair

DOCTORATE IN SPECIAL EDUCATION (PH.D.)

The Doctorate in Special Education (Ph.D.) program is designed for educational leadership practitioners, professional educators and researchers with a background and/or interest in special education (SE) leadership. Faculty integrates their expertise to guide students in curriculum and instruction, SE and pupil services leadership, speech and language, and literacy. This cutting-edge program breaks down the theory to practice divide by developing interdisciplinary leaders in and beyond the field of higher education. In addition, students can obtain their Wisconsin Director of Special Education and Pupil Services License (#80).

The expected outcomes of the program are as follows:
- Critique and apply neurocognitive, linguistic, cognitive, and sociocultural models of special education as solutions to contemporary issues and policy trends in special education and special education teacher education.
- Demonstrates knowledge of key issues in the delivery of services to young children, school-aged children, and youth transitioning into postsecondary environments.
- Summarize, compare and evaluate theoretical and instructional perspectives in relation to current special education issues.
- Articulate, critique, evaluate, and apply program content to classroom, district, and community contexts (within coursework and practicum).
- Construct literature reviews on selected special education topics.
- Evaluate and implement multiple ways of designing and collecting data at a classroom, district, community and national level.
- Summarize, analyze and design descriptive/qualitative, single-subject and/or experimental/quantitative research formats.
- Design, implement, and evaluate research that advances the field of special education's knowledge base.

The Doctorate of Philosophy in Special Education is a logical extension of Stritch's commitment to live and promote the Franciscan Values of peacemaking, community, caring, and hospitality. The doctoral program takes these values one step further, to embrace the spirit of a dream St. Francis had in which God directed him to "Rebuild my church." More specifically, the program involves the Stritch community to empower men and women with leadership skill, cutting-edge knowledge, and opportunities for responsible social reconstruction within local, regional, and global communities.

STUDENT POPULATION

The program is designed for mature professionals with substantial experience in teaching, program development, administration, and/or staff development who wish to earn the doctorate in four to five years. Students may undertake the program without having to relinquish full-time employment or change their residence. In essence, the program is designed to facilitate the development of practical and effective leaders for broader communities.

COURSEWORK

Students complete a 52 credit course sequence in three years. Coursework is offered jointly through the Special Education and Language & Literacy Programs. The maximum time limit for completing the program including the dissertation is seven years. Students continuing dissertation scholarship beyond the three-year program schedule will enroll in one dissertation credit per semester to maintain contact with the advisor and dissertation committee and to have access to the University resources for research.

REQUIRED COURSES

Pupil Services Content Area
- SED 740 Leading Diverse Educational Systems
- SED 741 Special Education Leadership Practicum
- SED 795 Legal & Political Analysis of Special Education
- SED 796 Instructional Leadership: Advanced Methods in Meeting the Needs of Diverse Learners
- SED 797 Special Education Leadership Practicum 2

Research Content Area
- ED 740 Research Seminar A
- ED 741 Research Practica A
- ED 742 Research Seminar B

- ED 743 Research Practica B
- ED 744 Research Seminar C
- ED 745 Research Practica C
- EDP 801 Survey Research
- EDP 850 Advanced Statistics I
- Choose one from:
    - EDP 852 Qualitative Data Analysis
    - EDP 853 Qualitative Data Collection
    - EDP 881 Writing the Research Narrative

Leadership and Service Content Area
- ED 710 Leadership Theory: Evolution and Influences
- ED 714 Dimensions of Leadership
- ED 730 Service Theory: Evolution and Influences

Language and Literacy Content Area
- EDL 712 Current Issues in Assessment
- EDL 750 Language Acquisition

WEEKEND SEMINARS
The fall/spring curriculum sequence provides a six-semester series of weekend academic seminars supported by study team sessions. Doctoral classes meet one weekend per month (Friday night, Saturday, and four hours on Sunday) September through April or on-line Special Education Strand. They meet for four weekends over the summer months.

STUDY TEAMS
Study teams are an integral part of the doctoral program educational model. The groups meet regularly outside of scheduled course times and function as mutual support mechanisms. Study team members make the commitment to work together both in and outside of class and assist each other in meeting the objectives and outcomes of the course through a shared learning environment.

GRADING
Doctoral courses will be assessed High Pass/Pass/Incomplete/ Fail. For transcript purposes and translation to traditional grading scales, High Pass is equivalent to an "A," Pass is equivalent to a "B" and Fail is equivalent to an "F."

TECHNOLOGY COMPETENCY
Enrollment in the doctoral program requires competency in the use of electronic media to facilitate efficient and environmentally conscious communication among constituents regardless of location. Students will be expected to have access to a personal computer for email, word processing, spreadsheets, and graphic displays, and the use of the Internet for research and networking.

DIRECTOR OF SPECIAL EDUCATION AND PUPIL SERVICES CERTIFICATION
An optional Director of Special Education and Pupil Services (WI DPI #80) License from the Wisconsin Department of Public Instruction is available with additional coursework depending upon prior experience of the student and is subject to approval by the Department of Public Instruction. This will be handled on an individual basis.

ADMISSIONS REQUIREMENTS
To be considered for admission into the program, candidates must submit the following:
- Application for admission
- Official transcripts from all post-secondary institutions attended, including evidence of master's degree completion
- Evidence of grade point average (GPA) of 3.5 on a 4.0 scale in master's coursework
- Portfolio consisting of, but not limited to, the criteria listed below
- Curriculum vitae that documents formal education, professional work experience, honors, achievements, and activities related to education
- Three letters of recommendation

- A writing sample consisting of a formal essay with a maximum of six double-spaced pages-- see below for details:

    The formal essay should be divided into these four sections:
    - Section 1: Special Education
        - Describe the purpose of Special Education and what you believe are the overall goals.
        - Describe your experiences in facilitating the education of others, especially students with special needs.
    - Section 2: Special Education
        - Describe personal experiences in your educational development.
        - Describe the work of one individual in the field of Special Education who has particularly influenced your professional practice.
    - Section 3: Organizational Transformation
        - What are the current primary needs within the field of Special Education?
        - Describe how you have participated in or fostered change in the field Special Education.
        - Describe inhibitors and facilitators of change as you perceived them.
    - Section 4: Goals for Doctorate in Language and Literacy Program
        - Identify your goals and expectations for pursuing this doctorate.
        - Describe how the attainment of this degree will enhance your ability to transform practice

    The formal essay is an essential aspect of the admission process. Follow the guidelines carefully, addressing all items. The essay will be evaluated based on the following criteria:
    - Content relevance to topic proposed
    - Clarity of presentation
    - Maturity of style
    - Maximum of six double-spaced pages

    Applicants educated outside of the U.S. must follow academic admission procedures relating to English ability and credential evaluation as described on the International Admissions webpage.

GRADUATION REQUIREMENTS
A student is a candidate for the Ph.D. degree when:
- All Cardinal Stritch University coursework has been successfully completed.
- The Dissertation has been accepted and approved.
- The Oral Presentation has been successfully completed.
- All financial obligations incurred with the University have been met.
- All graduate credits applied to the degree have been earned within the previous seven years at the time of graduation.
- Recommendation for graduation has been obtained from the program chair.

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 educate the whole person in preparation for life and work. Through the study of literacies, leadership, and lifelong learning, we provide the means for students to acquire the knowledge, skills, and disposition required to think critically and engage responsibly in their personal lives and professional and global communities.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

The Master of Arts in Clinical Psychology is designed for students with career interests in master's-level clinical practice or those who plan to obtain a Ph.D. or Psy.D. The foundation of the Clinical Psychology program is the scientist-practitioner model and students are provided with clinical training rooted in ethical practice based on an understanding of research and theory. Using this knowledge base, students acquire the attitude and ability to think critically in evaluating information and making informed clinical judgments. Classroom and applied work encourage sensitivity to and appreciation for diversity, respect for the dignity and worth of others, and an appreciation and understanding of differences such as those associated with age, gender, race, ethnicity, sexual orientation, religion, socioeconomic status, and disability. The program experiences culminate in a capstone project and applied practicum/internship sequence.

PROGRAM FORMAT

The M.A. in Clinical Psychology is a 60-credit program designed for working professionals. Students generally attend classes one or two afternoons/nights per week which enables them to pursue a master's degree while simultaneously continuing a career. Class sizes consist of approximately 10-20 students, a setting designed to promote shared learning and teamwork while maintaining a small teacher-student ratio. Students progress through a sequence of coursework consisting of both foundational and advanced courses which prepare students for the required capstone experiences. Course sequencing is derived from the CACREP 2016 clinical mental health counseling standards. This program has been approved by the Wisconsin Department of Safety and Professional Standards to be an academic program equivalent to a master's degree in professional counseling. Graduates are eligible for professional counselor licensing (LPC) in the state of Wisconsin. The capstone experiences of the Clinical Psychology program are 700-hours of practicum/internship at an approved agency and completion of an empirical research project or the NCE or NCMHCE licensing exam.

REQUIRED COURSES

- PSY 533: Research Methods and Statistics
- PSY 536: Ethics, Professional Standards, and Legal Issues
- PSY 541: Psychopathology
- PSY 542: Theories of Psychological Intervention
- PSY 543: Foundations of Psychology
- PSY 545: Assessment I
- PSY 547: Individual Psychotherapy and Counseling
- PSY 549: Assessment II
- PSY 550: Substance-Related Disorders
- PSY 551: Multicultural Issues in Clinical Psychology
- PSY 553: Internship
- PSY 554: Lifespan Development
- PSY 555: Group Psychotherapy and Counseling
- PSY 570: Career Development
- PSY 571: Family and Couples Therapy
- PSY 572: Crisis Intervention and Trauma Treatment
- PSY 580: Practicum

ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university. All applicants must have completed Abnormal Psychology (Psychopathology), Research Methods in Psychology, and Statistics or their equivalent. An undergraduate major in psychology is not required, but students without a psychology major are also required to have completed an introductory or general psychology course.
- A minimum overall GPA of 3.0 (on a 4.0 point scale) and minimum GPA of 3.0 in psychology courses.
- Three letters of recommendation sent directly to the Office of Graduate Admissions. At least one of these letters must be from a former or current professor who can attest to the applicant's academic work or graduate work preparedness. The other two letters can be from an employer or a supervisor of paid or volunteer work in a psychology or social service field.
- A personal essay of two to four typed pages describing reasons for seeking a graduate degree in clinical psychology. The essay should include details of past academic, employment, and volunteer experiences in psychology, expectations for graduate education, and professional goals.

- Official transcripts from all colleges and universities attended.
- A personal interview with a graduate faculty member. The interview is scheduled after the Psychology Department has reviewed all admissions materials.
- A resume and/or curriculum vitae.

The review of applications and offers for on-campus interviews will be conducted as materials are received, with initial offers of admission being delivered up to two terms in advance (e.g., a student desiring a summer admission could receive an offer during the previous fall term). Students who do not meet the above requirements should complete undergraduate prerequisite courses and/or meet with the program chair to discuss their options before applying to the program.

GRADUATION REQUIREMENTS

To qualify for graduation from this program, students must:
- Complete master's coursework with a minimum cumulative grade point average of 3.0 with no individual course grades below a "C" and no more than one course grade below a "B-."
- Satisfactorily complete an oral defense of an evidence-based master's thesis, supervised research project or the NCE or NCMHCE licensing exam.
- Satisfactorily complete clinical field practicum and internship experiences totaling 700 hours.
- Obtain recommendation for graduation from the program chair.
- Satisfactorily complete all program requirements within seven consecutive academic years.

MASTER OF ARTS IN PSYCHOLOGY

The Master of Arts in Psychology (General) is designed for students who are seeking a master's degree in psychology, but do not required license eligibility in the state of Wisconsin. This includes those interested in pursuing a Ph.D. or Psy.D., students who plan to enter a career in psychometry, and those who may be interested in clinical work in a jurisdiction that does not require a degree that conforms to the 60-credit CACREP 2016 guidelines. The foundation of the program is an understanding of empirical research and theory, training in critical thinking and ethical decision making, and an appreciation for diversity.

PROGRAM FORMAT

The M.A. in Psychology is a 30-credit program designed for working professionals. Students generally attend classes one or two afternoons/nights per week which enables them to pursue a master's degree while simultaneously continuing a career, and some online programming is available. Class sizes consist of approximately 10-20 students, a setting designed to promote shared learning and teamwork while maintaining a small teacher-student ratio. Course sequencing is flexible, allowing students to tailor a degree that addresses their interests.

REQUIRED COURSES

Graduation will require the completion of at least 30 credits of graduate level coursework in psychology, including the following:
- PSY 533 Research Methods and Statistics
- PSY 536 Ethics, Legal Standards, & Professional Issues
- PSY 541 Psychopathology
- PSY 545 Assessment I
- PSY 551 Multicultural Issues in Clinical Psychology

Other courses will be selected from graduate level offerings of the psychology department. In addition to the general course of study, students may graduate with a concentration in clinical psychology or psychometry by completing some additional requirements.

Clinical Psychology Concentration

This concentration is intended for students who wish to pursue a career as a licensed master's level mental health provider in a jurisdiction outside Wisconsin. The curriculum requirements for the clinical psychology concentration are based upon the CACREP 2009 Clinical Mental Health Counseling standards. Students who graduate with this concentration will be license eligible in many states and countries. Graduation with the clinical psychology concentration will require 42 credits, including the following in addition to the classes required for the general degree:
- PSY 542 Theories of Psychological Intervention
- PSY 547 Individual Psychotherapy
- PSY 555 Group Psychotherapy
- 6-12 credits from PSY 580 Practicum and/or PSY 553 Internship (400+ hours of clinical experiences)

Recommended but not required: PSY550 Substance-Related Disorders, PSY570 Career Development, PSY572 Crisis Intervention and Trauma Treatment

Psychometry Concentration

This concentration is intended for students who wish to pursue a career in psychological test administration in neuropsychology, educational settings, or research. Graduation with the psychometry concentration will require 30 credits, including the following in addition to the classes required for the general degree:
- PSY 545 Assessment I
- 6-12 credits from PSY580 Practicum and/or PSY553 Internship (400+ hours of clinical experiences)

Recommended but not required: PSY557 Biological Bases of Behavior, PSY570 Career Development

ADMISSION REQUIREMENTS

To qualify for admission to this program, students must have:
- A bachelor's degree from a regionally-accredited college or university. An undergraduate major in psychology is not required. It is recommended, but not required, that students have completed an undergraduate course in general or introductory psychology and a course in research methodology.

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

The review of applications and offers for on-campus interviews will be conducted as materials are received, with initial offers of admission being delivered up to two terms in advance (e.g., a student desiring a summer admission could receive an offer during the previous fall term). Students who do not meet the above requirements should complete undergraduate prerequisite requirements and/or meet with the program chair to discuss their options before applying to the program.

GRADUATION REQUIREMENTS
To qualify for graduation from this program, students must:
- Complete the coursework with a minimum cumulative grade point average of 3.0 with no individual course grade below a "C" and no more than one course grade below a "B-."
- Obtain recommendation for graduation from the program chair.
- Satisfactorily complete all program requirements within seven consecutive academic years.

MASTER OF SCIENCE IN NURSING (MSN)

The Master of Science in Nursing (MSN) program prepares nurses for roles in education and leadership in academic, community and service settings. Students entering the program select either the Nurse Educator or Nurse Leader concentration. All students develop foundational knowledge which characterizes graduate preparation in nursing. This knowledge base includes theoretical and philosophical perspectives in nursing, research, ethics, evidence based practice and contemporary health issues. Upon completion of the foundational coursework, students move into courses designed for their selected concentration.

Graduates will be prepared to practice and make contributions in a variety of educational and leadership positions based on theoretical, empirical and practical knowledge gained through this program.

MSN PROGRAM OUTCOMES

The MSN graduate will be able to:
- Synthesize advanced theoretical and empirical knowledge to influence nursing and health care.
- Utilize an evidence based approach in advanced practice roles in nursing education and leadership.
- Analyze contemporary social, economic, legal, ethical and political issues to lead and manage change in nursing and health care.
- Design and implement strategies to successfully lead and educate nurses in a variety of settings.
- Apply effective principles and practices in communication and collaboration with nurses and other health professionals.
- Contribute to the body of knowledge through an evidence-based project in a selected field.

PROGRAM FEATURES AT A GLANCE:

- The MSN program follows a planned curriculum progression.
- Classes generally meet in the evening one night per week for about 2 and 1/2 years. Most classes are 3 credits and 8 weeks in length and are either blended or online. Some courses are 6 or 12 weeks.
- All students will take MSN Core Curriculum and MSN Direct Care Core courses then matriculate into their chosen concentration.
- Two practicum courses require time outside classroom meetings as arranged by the student and a preceptor.
- The education practica allow students to apply principles and practices relevant to nursing education under the guidance of an experienced nurse educator. The leadership practica allow students to engage in principles and practices of administration and leadership under the guidance of an experienced nurse leader.
- A capstone project is completed in lieu of a thesis. The capstone project provides the student with the opportunity to explore and evaluate selected research relevant to the development of evidence based practice in nursing education or leadership.

PROGRAM ACCREDITATION:

The MSN program is accredited by:
Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone: (404) 975-5000
Fax: (404) 975-5020
www.acenursing.org

FORMAT

The MSN program is offered in a cohort format. All students complete the MSN Core Curriculum courses and the MSN Direct Care Core courses and select either the Educator or Leadership Concentration courses.

REQUIRED COURSES

MSN Core Curriculum (18 Credits)
- NRS 502 Theoretical and Philosophical Perspectives in Nursing
- NRS 504 Seminar in Contemporary Healthcare
- NRS 526 Nursing Research
- NRS 532 Data Analysis Applied to Research Design

- NRS 511 Nurse as Leader
- NRS 552 Capstone–Evidence-Based Nursing Project

MSN Direct Care Core (6 Credits)
- NRS 503 Advanced Health Assessment
- NRS 505 Advanced Pharmacology
- NRS 509 Advanced Pathophysiology

MSN Educator Concentration (14 Credits)
- NRS 512 Curriculum Development and Program Evaluation
- NRS 513 Evaluation in Nursing Education
- NRS 519 Teaching and Learning Strategies
- NRS 520 Technology and Nursing Education Practicum
- NRS 540 Nurse as Educator Practicum

OR

MSN Leadership Concentration (15 Credits)
- NRS 521 Principles of Project Management
- NRS 522 Project Management in Nursing Leadership Practicum I
- NRS 523 Introduction to Organizational Systems Leadership
- NRS 524 Healthcare Systems Leadership
- NRS 525 Financial and Human Resources in Healthcare
- NRS 541 Leadership in Nursing Practicum II

Total Program Credits: 38 credit hours for the MSN Educator Concentration and 39 credit hours for the MSN Leadership Concentration.

ADMISSION REQUIREMENTS
The admission policies of the Ruth S. Coleman College of Nursing and Health Sciences adhere to the general graduate admission policies and procedures of the University with the following additional requirements:
- A bachelor's degree in nursing from an accredited nursing program (NLNAC, ACEN or CCNE).
- Official transcripts from all post-secondary colleges and universities attended.
- Grade point average requirements for admission to the MSN program are:
  - Full admission: minimum grade point average (GPA) of 3.0 on a 4 point scale or greater on all undergraduate coursework.
  - Conditional acceptance: a cumulative GPA of 2.50 to 2.99 on a 4 point scale on all undergraduate coursework. A student with conditional acceptance admission status must:
    - Meet with the MSN Program Chair.
    - Achieve a "B" or better on each of first 9 graduate credits.
  - Provisional acceptance: a cumulative GPA of 2.0 to 2.49 on a 4 point scale on all undergraduate coursework. A student with provisional acceptance admission status must:
    - Appeal to the MSN Program Chair for admission.
    - Meet with the MSN Program Chair.
    - Achieve a "B" or better on each of the first 12 graduate credits.
- Current license to practice as a Registered Nurse in Wisconsin.
- Acceptable criminal background check.
- Portfolio consisting of the items below. Assemble portfolio in a folder. All materials must be typed or electronically produced.
  - Curriculum Vitae — include:
    - Formal education, degree(s) obtained and major, schools attended and dates.
    - All nursing and other positions held.
    - Any relevant CEU programs/courses taken.
    - Any published professional articles (in journals, hospital/agency publications, school newspaper, etc.), title, date, journal, page number, etc. Attach copy.

- o Presentations before staff, client/family and other groups (including educational seminars presented to peers as part of job responsibilities), date, length of presentation, title, location.
  - o Honors/awards received.
  - o Membership in professional and other organizations — offices held, dates of membership.
  - o Community service: Names of organizations, description of activities.
  - o Reflective Essay on Professional and Educational Goals
    - o Essay should be 3-5 pages in length, typed using proper grammar, punctuation, spelling, etc. and with a scholarly writing style.
    - o Reflect on the following:
      - o Your goals for graduate nursing education (provide at least 2-3 goals with discussion);
      - o How a MSN degree from Stritch will advance or change your career path in nursing and as a nurse educator or leader;
      - o How a graduate nursing degree with an educator or leadership focus will affect your individual nursing practice and the discipline of nursing; and
      - o Your reasons for choosing Stritch and the MSN degree program.
- Two letters of recommendation should be sent directly to the Office of Graduate Admissions. The purpose of the recommendation is to address the candidate's potential to successfully complete graduate studies. Two letters should be from professional nurses. You may consider:
  - o One or two letters from a supervisor.
  - o One letter from an instructor/nursing faculty member (if undergraduate study was within last five years).
- Personal interview with a MSN program faculty member.

Transfer of Graduate Credits
Students may transfer up to nine (9) credit hours into the MSN program based on the following criteria:
- Courses transferred must compare in scope and content to courses offered in the MSN program. The student will need to provide course description, course syllabus, official transcript, and other information that contributes to evaluation of course requested for transfer.
- Grades in transferred courses must be at least 3.0 on a 4.0 scale.
- Coursework for transfer must be completed within five (5) years of admission to the Stritch MSN program.
- All transfer courses must be approved by the Ruth S. Coleman College of Nursing and Health Sciences, MSN Program Chair with final approval by the Office of the Registrar.
- Transfer credit grades will not be applied to the cumulative GPA a student earns in the Stritch MSN program. Transferred courses do have an impact on the 7 year limit.

GRADUATION REQUIREMENTS
To qualify for graduation from this program, students must:
- Complete all required course and practicum hours (38 credit hours for Educator and 39 credit hours for Leadership).
- Minimum of 38 (Educator) or 39 (Leader) hours of graduate credit earned at Stritch.
- Maintain a 3.0 GPA on a 4.0 scale throughout the program.
- Complete degree requirements within seven (7) years from time of entry.
- Successfully complete and present the Master's Capstone Evidence-based Project
- Meet all financial obligations due the University.
- Submit application for graduation.

COURSE DESCRIPTIONS

ED 599 Supervision of Student Teachers
(1 Cr.)
This course is designed to assist the cooperating, on-site teacher working with a student teacher. The emphasis is on communication, orientation, supervision and evaluation skills. The course reviews the preparation and expectations of Stritch pre-service students, including state-mandated assessments.

ED 700 Leadership Year Overview
(3 Cr.)
Students are oriented to the doctoral program and to the four major strands of study: leadership, learning, service, and research, and explore their current beliefs and understandings about each strand. Through reading, reflection, and dialogue, students begin to create an Individual Plan of Scholarship for their doctoral studies, with an emphasis on leadership development. The plan emanates from their analysis of the discrepancy between what they know and what they want to learn in the areas of leadership, learning, service, and research based on program outcomes and performance indicators for their doctoral study. Further, the orientation seminar engages students in several opportunities to learn about: study team formation, small group presentations, leadership styles, practica requirements, mentoring, use of technology, University library resources, and other program policies and procedures.

ED 701 Seminar in Leading a Learning Organization
(3 Cr.)
With perspective of the relationship of learning to the continuing evolution of the human experience, this seminar introduces a curriculum sequence that focuses on the nature and nurture of intelligence in individuals and organizations. The goal of this learning strand of the doctoral curriculum is to advance knowledge, skills and dispositions that are important to the cultivation of intelligent behavior in individuals and groups – and thereby organizational empowerment and transformation. To that end, the Year Two curriculum explores applicable research and theory about practices that promote productive learning and achievement across diverse organizational contexts. The Year Two curriculum also focuses student inquiry on the development of a dissertation research proposal.

ED 702 Service Year Overview
(3 Cr.)
The curriculum for the Service Year aims to provide a base from which to critically and comprehensively examine important issues, and effectively catalyze long-term, systemic transformation. Four major components provide the overall structure for the Service Year curriculum. Parameters of Service defines service through multiple lenses: academic, sociocultural, individual psychology, and behavior. Application of Service focuses on the fundamental activities of applied, pragmatic service, particularly focusing on the emerging role of technology. Nurturing Service builds on application, examining how applied service can be infused to effect transformational change in individuals, organizations and society. Lastly, Service Future integrates service with leadership, learning, and scholarship to provide a base from which to mindfully assess the present and effectively plan the future.

The Seminar in Leading to Serve focuses on helping students define service through an examination of multiple perspectives and models of service, historic and present day. Students will explore and assess varying purposes, models, and types of service, while learning the language of service from these varying perspectives. From this exploration students will derive their own personal philosophy of service. An additional long-term aim of the seminar is to position students to be mindful of the various present-day, service-related issues; assess their personal talents, resources and plans for service; and make an informed choice about which issue they choose to explore throughout the service year.

ED 710 Leadership Theory: Evolution and Influences
(4 Cr.)
This course traces leadership theory historically and philosophically by examining major theorists, models and historical contexts. Students will analyze leadership in relationship to individual, team, and organizational problems. The course examines emerging needs of organizations in the 21st century and the need for adaptive change. While examining leadership theory, students will explore their philosophy, values, and behavior in the context of their own organizations to construct a personal theory of leadership that is informed by their background, experiences, and learning throughout their leadership journey.

ED 714 Dimensions of Leadership
(4 Cr.)

This seminar explores the moral and ethical dimensions of leadership values and behaviors that engage and empower organizational transformation and achievement of significant moral purpose. Students will identify moral and ethical leadership constructs and behaviors as articulated in research, theory, philosophy, literature, art, exemplars, and practice. Specifically, seminar participants will examine leadership standards and strategies that influence organizational character, moral purpose, and service to the greater community. Accordingly, the nature of leadership will be interpreted in relationship to service that benefits others. Finally, students will articulate their moral purpose as a leader in present and /or anticipated leadership roles within an organization and/or community. Prerequisite: ED 710 or department approval.

ED 720 Learning Theory: Evolution and Influences
(4 Cr.)
The learning strand of the Doctorate in Leadership for the Advancement of Learning and Service curriculum addresses the nature and nurture of intelligence in individuals and organizations. The ED 720-724 seminar sequence investigates the knowledge base about leadership and learning with a focus on how organizational intelligence is nurtured toward growth and achievement in human systems. The ED 720 seminar traces learning research and theory in the context of social, political, economic, and cultural influences. Students will engage the knowledge base about human intelligence to construct theoretical and practical frameworks that align leadership behavior to the nature and nuture of learning in individuals and organizations. This focus will be complemented in the following ED 724 seminar by examination of leadership behaviors that effectively engage and empower learning organizations to envision and reach their desired outcome. Prerequisite: ED 714 or department approval.

ED 724 Dimensions of Leading the Learning Organization
(4 Cr.)
The learning strand of the Doctorate in Leadership for the Advancement of Learning and Service curriculum addresses the nature and nurture of intelligence in individuals and organizations. To that end, the ED 720-724 seminar sequence investigates the interrelated knowledge base about leadership and learning. The curriculum focus is the role of leadership in creating learning organizations that nurture human capacity for growth and achievement. The essential questions to be answered through seminar activities and assignments are:

ED 720   What is the nature of learning in individuals and organizations and the relationships thereof to leadership and service?

ED 724   What are the dimensions of leading learning organizations?
•What is the relationship between leadership, learning and the achievement of organizational purpose/service?
•What strategies and practices nurture organizational capacity for achieving purpose/service?
The ED 724 seminar also will build on ED 714 seminar content in exploring the moral dimensions of leading learning organizations. Students will examine strategies and practices that facilitate: a) development of common vision and commitment in organizations and, b) productive action toward the achievement of compelling purpose. Leadership influence on organizational capacity for learning and achievement will be emphasized. Prerequisite: ED 720 or department approval.

ED 730 Service Theory: Evolution and Influences
(4 Cr.)
The curriculum for the Service Year aims to provide a base from which to critically and comprehensively examine important issues, and effectively catalyze long-term, systemic transformation. Four major components provide the overall structure for the Service Year curriculum.
•Parameters of Service defines service through multiple lenses – academic, sociocultural, individual psychology and behavior.
•Application of Service focuses on the fundamental activities of applied, pragmatic service
•Transformational Service builds on application, examining how applied service can be infused to effect transformational change in individuals, organizations, and society.
•Service Future integrates service with leadership, learning, and scholarship to provide a base from which to mindfully assess the present and effectively articulate a transformational plan for the future.

Utilizing these four components, students will continuously develop a philosophy of service.
•Students will choose a specific issue (individually or as partners) to explore through in-depth interviews, first-hand observation and analysis of root causes by investigating the history of the issue. The issue is then critically analyzed using the information provided through each of the four components of the course. Reflection, personal stories, and real-world experiences drive the formation of the students' philosophy and subsequent analysis of service and their specific issue. Emphasis for the analysis is placed on the parameters, that is, on breadth of sources, accuracy and primacy of sources, and depth of analysis. The analysis is then shared with the class at the end of the first semester.

•Students explore issues of social justice, power and hegemony through the exploration of an "ism." The ism is a case study that likewise employs interviews, observations and readings about theory and research related to the "ism." The ism also is explored via the major components of service, analyzed and presented to the class for discussion and amplification of underlying issues of social justice as they relate to leadership, learning, and service. Prerequisite: ED 724 or department approval.

ED 734 Dimensions of Leading to Serve
(4 Cr.)
Transformational leaders possess a developed philosophy of service, the ability to critically and comprehensively examine important issues, and the motivation to effectively catalyze long-term, systemic transformation. The curriculum for the Service Year aims to provide a base from which students can develop the components necessary for transformational leadership. Four major components provide the overall structure for the Service Year curriculum. Parameters of Service defines service through multiple lenses – academic, sociocultural, and individual psychology and behavior. Application of Service focuses on the fundamental activities of applied, pragmatic service, particularly focusing on the emerging role of technology. Nurturing Service builds on application, examining how applied service can be infused to effect transformational change in individuals, organizations and society. Lastly, Service for Transformation integrates service with leadership, learning, and scholarship to provide a base from which to mindfully assess the present and effectively plan the future – personally, organizationally, and globally.

The second semester of the Service Year requires students to continue their investigation of a specific issue, as well as apply their developing critical analysis skills. Building on the analysis of parameters, students will focus on synthesis and application, creating a personal theory of social justice as well as action plans for personal and organizational transformation. Students will be asked to construct an innovative process to communicate their issue in a manner that effectively enables other students in the class to assume a particular perspective relative, and relevant, to the issue. Simultaneously, students in the class will apply their service-analysis paradigm to critique and discuss presented issues. The second semester culminates in activities designed to help students integrate service with leadership, learning, and scholarship, as well as plan future application of these skills. This is summarized in a final integrative product – the Plan for Transformation, which includes a personal mission statement. Prerequisite: ED 730 or department approval.

ED 740 Research Seminar A
(3 Cr.)
This seminar reviews the elements of research design that apply to qualitative and quantitative research methodologies. It exposes the student to: qualitative research designs such as case study research and ethnographic research; historical research; non-experimental quantitative research such as survey research, longitudinal research, correlational research, and experimental research designs. The seminar emphasizes the basics of research planning and design using descriptive methodologies in a practicum setting. Simulations and pilot studies in research are used as a springboard to provide beginning researchers with an understanding of research components such as sampling techniques, measurement issues, and statistics.

ED 741 Research Practica A
(3 Cr.)
The research practicum allows students to implement and analyze the research idea/study planned in ED 740: Research Seminar A. In consultation with doctoral advisors, instructors in ED 741 and community mentors, students will investigate a question or problem and evaluate the results. Drawing on their knowledge base from the content of ED 740, students will critique the data from the practicum experience, draw conclusions, and pose further questions for study. Hopefully, this experience will lead the students to the identification of an idea for a dissertation. In addition, this course will examine descriptive and inferential statistics, connect statistical analysis to scientific inquiry and relate all of the material to the logic of developing arguments within scientific inquiry method. Prerequisite: ED 740 or department approval.

ED 742 Research Seminar B
(3 Cr.)
This seminar builds upon the research process focus of ED 740 and ED 741, and transitions to a focus on data analysis. It begins with a greater discrimination among different research methodologies, and then focuses on the elements of design that apply to controlled research. Current research studies are used as a springboard to provide students with an understanding of various research methodologies and experimental designs. As students begin working on their dissertation, considerable time is spent working through research process issues. This seminar also builds upon students' understanding and use of descriptive and inferential statistics, including practical computer applications for research and statistics. Statistical topics include correlation, regression, hypothesis testing, and an introduction to non-parametric statistics and analysis of variance. Prerequisite: ED 741 or department approval.

ED 743 Research Practica B
(3 Cr.)
The practicum allows students to implement their individualized plan of learning and dissertation work planned in Ed742: Research Seminar B. In consultation with the Doctoral advisor, the instructor/s in Ed 743, and the community mentor, students pursue their individualized practicum plan. The seminar coursework builds on the data analysis focus of ED742, particularly emphasizing computer applications for research and statistics. Students will report on the accomplishment of their learning and dissertation goals, including an updated timeline for dissertation completion. In addition, the main topics covered will be: using scientific inquiry to drive research, conducting original research, analyzing and interpreting original research, demonstrating high values in the research process, and understanding the most appropriate technology to collect, analyze, and interpret information utilizing both qualitative and quantitative techniques. Prerequisite: ED 742 or department approval.

ED 744 Research Seminar C
(3 Cr.)
The major emphasis of the final year of the research strand is to facilitate the students' completion of the dissertation, help students integrate their knowledge of research with applied scholarship, and help students refine their conceptualization and understanding of research and the research process. This seminar continues to refine students' understanding of the research process, building on the data analysis topics examined in ED 742, and transitioning to a focus on data interpretation. The seminar begins with a more detailed examination of research validity and ethics, and then focuses on valid interpretation and effective reporting of results. As students continue to work on their dissertation, research process issues will be discussed, particularly those applicable to the post-data collection phases of the process. This seminar provides students with a broader view of the research process and their role in that process as leaders and scholars, including practical information on sharing and continuing their research. Prerequisite: ED 743 or department approval.

ED 745 Research Practica C
(3 Cr.)
The practicum involves practical application of research as related to the dissertation of the student. In addition, the seminar will focus on conducting, analyzing, interpreting, and communicating original research. The student will be explaining and integrating the concepts of developing research, methodology, design, analysis, writing, and communicating high quality research. In addition to making significant progress on their dissertation, the student will demonstrate an ability to analyze and interpret research related to leadership, learning, and service to inform practice. Prerequisite: ED 744 or department approval.

ED 750 Leadership in Learning and Service Institute I
(4 Cr.)
Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service.

ED 751 Leadership in Learning and Service Institute II
(4 Cr.)
Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service.

ED 752 Leadership in Learning and Service Institute III
(4 Cr.)
Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in

conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service.

ED 760 The Superintendency
(3 Cr.)
This course explores the skills, knowledge, and dispositions essential to perform effectively as a 21st century school district administrator. Students will analyze and evaluate theories, strategies, and practices embraced by high-performing superintendents, with emphasis placed on the role of district leadership in effectuating change to improve schools and student achievement. The instructor draws upon the background and experiences of superintendency students, as well as current research on change and learning theories, to examine how the superintendent can maximize educational, political, and managerial leadership.

ED 761 Doctoral Dissertation Seminar
(0 Cr.)
This course is a continuation research seminar designed as a requirement for students who have completed all course work and are still working on their dissertation. Enrollment in the course provides students with access to all services provided by the University.

ED 770 School Finance and Economics
(3 Cr.)
This course provides an overview of the Wisconsin School Finance System and provide theoretical and practical knowledge to enable a superintendent to successfully fulfill leadership responsibilities regarding finance and business operations of the school district. The course specifically addresses the following ISLIC Standards:
• Standard 3 – The school administrator is an educational leader who promotes the success of all students by ensuring management of the organization's operations and resources for a safe, efficient, and effective learning environment.
• Standard 4 – The school administrator is an educational leader who promotes the success of all students by collaborating with family and community members, responding to diverse community interests and needs, and mobilizing community resources.
• Standard 5 – The school administrator is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner.
• Standard 6 – The school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
• Standards 1 and 2 – "Facilitating Shared Vision" and "Sustaining Culture and Instructional Program" will be indirectly supported through development of leadership competencies addressed in the course.

The emphasis of this course is on the Wisconsin System of School Finance, the Wisconsin School Budgeting Cycle, and business and operations functions of the school district. Attention will be focused on the theoretical and practical knowledge necessary to address school district financial requirements as well as political aspects by creating community understanding and support for the financial operations of the district.

ED 771 Leadership Development Seminar
(1 Cr.)
During this course, students will complete a detailed portfolio that demonstrates knowledge, skills, and dispositions of effective instructional practices based on the Wisconsin Teacher Standards. Students will complete an Administrative Standards Assessment and reflective analysis. Students will create a Personal Leadership Presentation, maintain a log of Superintendent-level Practicum Experiences and participate actively in a professional cohort network.

ED 772 Superintendency Seminar
(2 Cr.)
During this course, the last in the sequence, students will complete a final portfolio that demonstrates knowledge, skills, and dispositions of the Wisconsin Administrative Standards. Students will draft a Professional Development Plan (PDP) based on the requirements of the DPI and PI 34. Students will consider their own progress in leadership development as determined by completing an Administrative Standards Inventory and considering their unique practicum experiences. They will address perceived program/personal professional gaps and address means to close them, and participate in development utilization of an online School Leadership Network to advance the cohort's knowledge and skill and to remain connected after course completion. Students will create a Personal Leadership Presentation and develop a working mentor relationship with a superintendent or district-level staff person to advance knowledge, skills, and practice emphasizing those areas of perceived need.

ED 774 Leadership Perspective of the Nature and Nurture of Learning
(2 Cr.)
This course is the companion seminar to ED 776 in the Learning Systems segment of the District Administrator Licensure Program. ED 774 actively engages current research and theory to promote leadership perception of behaviors that favorably influence learning in individuals and organizations. Seminar participants will construct knowledge about the nature and nurture of learning aligned to learning standards and assessments. They will also examine the role of leaders in learning systems and relationships thereof to the Wisconsin Administrator Standards. Prerequisite: Admission to District Administrator Licensure Program.

ED 776 Leadership in Planning, Facilitating and Assessing Learning
(2 Cr.)
ED 776 is the companion seminar to ED 774 in the Learning Systems segment of the District Administrator Licensure program. In this course, students will learn current research and theory to advance leadership perspective of the articulation of learning standards, assessments, and practices in learning systems. Seminar participants will construct knowledge of the nature and alignment of learning, learning standards, and learning assessments. They will also examine the role of leaders in learning systems and relationships thereof to the Wisconsin Administrator Standards.

ED 888 Current Issues: Leadership, Learning and Service
(1 - 3 Cr.)
This course is designed to be an introduction to and discussion about contemporary issues facing professionals and to offer students a complete understanding of the interrelatedness of these components in effective leadership, learning, and service. Current issues facing professionals are paramount as institutions are under increasing pressure to demonstrate the effectiveness of their programs and to make themselves more accountable to a variety of internal and external constituencies. The focus will be on developing a plan of action with attention to one specific area of leadership, learning, and service. Doctoral students may repeat this course for a maximum of three credits.

EDHE 781 Contemporary Issues in Higher Education
(1 Cr.)
This course is designed to be an introduction to and discussion about contemporary issues facing higher education professionals and to offer students a complete understanding of the interrelatedness of these components in effective teaching and learning. Current issues facing institutions of higher education are paramount as they are under increasing pressure to demonstrate the effectiveness of their programs and to make themselves more accountable to a variety of internal and external constituencies. The focus will be on developing a plan of action in response to a contemporary issue affecting administrative and academic planning.

EDHE 783 Student Affairs Administration in Higher Education
(1 Cr.)
As students arrive at college, they find themselves undergoing a process of exploration, identity development and evolution, and becoming adept at navigating life's transitions. Faculty and staff at college campuses are often unaware of the psychosocial and cognitive changes their students are undergoing. This course will provide insight into prevailing student affairs theories and practices as applied to institutions of higher education. Human development and theories of adult learning will be introduced in the context of diverse institutions of higher institutions, including two- and four-year community and technical colleges, and four-year and advanced research institutions. Students will be expected to analyze their own student affairs practices and draw from relevant literature to create new applications for a more informed practice.

EDHE 784 Innovative Strategies in Higher Education
(1 Cr.)
This course enables students to engage in the study of a particular innovative strategy or practice within higher education leadership, learning, or service. As broad structural and strategic changes continue to transform post-secondary education at breakneck speed, understanding change management, social media infusion, appreciative inquiry, collective impact, and other emerging trends is necessary for the individual seeking a sustainable career in the field. After an initial survey of what's making headlines within higher education trends, students will work collaboratively or individually to explore an innovation of interest that will culminate in a seminar research paper. Students will either produce a review of how a particular higher education institution is managing an innovative initiative or strategy, or students will apply research about an area of innovation by developing a process or structure that serves to foster a particular institution's groundbreaking advancement. Prerequisite: 2nd or 3rd year Higher Education students.

EDHE 790 Leadership in Learning and Service Institute for Higher Education I
(4 Cr.)
Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning and service as related to issues in higher education.

EDHE 791 The American College and University: Past, Present, and Future
(3 Cr.)
This course examines the historical context of the American colleges and universities. It provides a perspective of the political, social, legal, and financial forces that have influenced the development of post-secondary institutions. The impact of current issues, trends, constraints, and opportunities that continue to affect and shape the future of higher education administration are examined. Topics include access, accountability, autonomy, and choice. The course includes an overview of current student populations and the changing nature of markets to serve and the implications of these shifts on administration, leadership, governance, and policy issues at America's colleges and universities. Students will be exposed to a range of administrative problems at the post-secondary level entailing legal and financial implications.

EDHE 792 Leadership in Learning and Service Institute for Higher Education II
(4 Cr.)
Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving revolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service as related to issues in higher education.

EDHE 793 Organizational Theory and Practice in Higher Education
(3 Cr.)
This course provides an overview of organizational theories and practice as applied to institutions of higher education. Classical and current theories of organizations are introduced in the context of diverse institutions of higher education, including two- and four-year community and technical colleges, and four-year and advanced research institutions. Students will be expected to analyze their own institutions using appropriate organizational theories to understand the structural, political, human resource, and cultural dimensions. Further, students will be expected to apply such understandings to implications for leadership practice and institutional change and improvement.

EDHE 794 Leadership in Learning and Service Institute for Higher Education III
(4 Cr.)
Drawing from current theory and research, this course is sequenced in an annual institute format to focus on advanced study of the emerging knowledge base about leadership in learning and service, with a focus on topics in higher education. The course is designed for educators and other individuals interested in the transformation and organization of systems in a manner compatible with integrated knowledge of leadership, human intelligence, and moral organizational purpose. Participants will study the evolving evolution in conception of individual and organizational intelligence and the extent and ways it can be advanced. Specifically, course participants will analyze the cultivation of intelligent behavior in leadership, learning, and service as related to issues in higher education.

EDHE 795 Curriculum, Instruction, and Assessment
(3 Cr.)
The course is designed to be an introduction to the development and management of the curriculum, instruction, and assessment within contemporary institutions of higher education for a complete understanding of the interrelatedness of these three components in effective teaching and learning. Interest in these topics has increased as colleges and universities have come under increasing pressure to demonstrate the effectiveness of their programs and to make themselves more accountable to a variety of internal and external constituencies. The focus is on curriculum development with attention to academic and curricular planning. In addition, selecting and utilizing instructional strategies geared toward adult learners will be examined. It also provides an overview of the assessment of student learning outcomes in a higher education setting.

EDL 703 Research Seminar A
(3 Cr.)
Students will answer the following questions: What is the nature of research? What forms can research take? How can statistics inform the research process? This seminar introduces the process of research. Students examine various descriptive and experimental research methodologies: case study research, ethnographic research, historical research, survey research, longitudinal and correlational research, and experimental and quasi-experimental research. Students are introduced to statistical reasoning, descriptive and inferential statistics through one-way analysis of variance and to computer applications for research and statistics.

EDL 706 Theoretical Models of Literature and Language
(4 Cr.)
Students answer the following questions: What are different theoretical models of language, literacy, and learning? How have these been conceptualized and tested? How have they been applied to literacy practice and societal issues? This course focuses on the following theoretical models of literacy and learning: neurological, linguistic, cognitive, socio-cultural, and critical. Students use the models as scaffolds for investigating the following topics: oral and written language development; phonological processes; comprehension processes; socio-cultural and critical influences on literacy and learning.

EDL 709 Qualitative Methodology and Design
(4 Cr.)
Students answer the following questions: What are exemplars of qualitative/descriptive studies that have impacted theory and practice in literacy and special education? What research is needed to address unanswered research questions? How might I design a prototype of a qualitative/descriptive research study?

EDL 712 Current Issues in Assessment
(3 Cr.)
Students answer the following questions: How is the term "assessment" defined and used in different literacy and special education contexts? How are the constructs of validity and reliability applied to formal and informal assessment instruments? What are the characteristics of valid and reliable assessment? How have educational assessment procedures been influenced by government policy? What are new assessment paradigms and what are their strengths and liabilities? Students examine a variety of assessment instruments and procedures and critique them according to guidelines for ethical and meaningful assessment.

EDL 715 Current Issues in Policy and Practice I
(2 Cr.)
Students answer the following questions: What are current issues in literacy, language and special education? How does theory and research relate to and inform our understanding of these issues? Students participate in seminar/symposium events that feature literacy, language and special education experts and focus on current issues. Students engage in discussions related to the transformation and organization of educational, literacy and language systems and the application of theory and research to educational and professional practice.

EDL 716 Current Issues in Policy and Practice II
(2 Cr.)
Students answer the following questions: What are current issues in literacy, language and special education? How does theory and research relate to and inform our understanding of these issues? Students participate in seminar/symposium events that feature literacy, language and special education experts and focus on current issues. Students engage in discussions related to the transformation and organization of educational, literacy and language systems and the application of theory and research to educational and professional practice.

EDL 717 Current Issues in Policy and Practice III
(3 Cr.)
Students answer the following questions: What are current issues in literacy, language and special education? How does theory and research relate to and inform our understanding of these issues? Students participate in seminar/symposium events that feature literacy, language and special education experts and focus on current issues. Students engage in discussions related to the transformation and organization of educational, literacy and language systems and the application of theory and research to educational and professional practice.

EDL 720 Writing Theory, Practice and Assessment

(4 Cr.)

In this course, students examine the nexus between theory and practice in writing in order to answer the following questions: What do we need to know about writing development? What do we need to know about the teaching of writing? What are we doing to assess student writing and what should we be doing differently?

EDL 722 Instructional Models of Literacy and Language
(4 Cr.)

Students answer the following questions: What are different instructional models of literacy? How have these been conceptualized and tested? How have they been applied to literacy practice? Students are oriented to instructional models of literacy as applied in schools and classrooms and examine how such models define literacy and instruction. Following Garcia and Pearson's (1991) heuristic, students will examine four general instructional approaches: direct instruction, explicit explanation, cognitive apprenticeship, and whole language. They subsequently use the four approaches as scaffolds for investigating the following topics: oral and written language development; phonological processes; lexical and semantic comprehension processes; and socio-cultural influences on literacy.

EDL 726 Research Seminar B
(3 Cr.)

Students answer the following question: How does an understanding of inferential statistics inform research and data decision making? This seminar builds upon the content of Research Seminar A. It focuses on elements of design that apply to controlled experimental research. Statistical topics include regression, an introduction to non-parametric statistics and multivariate analysis of variance.

EDL 731 Quantitative/Experimental Research Methodology/Design
(4 Cr.)

Students answer the following question: What are exemplars of quantitative/experimental studies that have impacted literacy theory and practice? Students study different quantitative/experimental research designs and methodologies that address the following areas: aspects of oral and written language development, phonological processes, lexical and semantic comprehension processes, and socio-cultural influences on literacy.

EDL 736 Mixed Methods Research Methodology/Design
(4 Cr.)

Students answer the following questions: What makes a study mixed methods? What are the various models of mixed methods research and when would a researcher use each? What are examples of mixed methods studies that have impacted literacy and special education theory and practice? Students will study different mixed methods research designs and methodologies that address a range of topics and issues related to both literacy and special education.

EDL 740 Comprehension
(3 Cr.)

Students answer the following questions: How has comprehension been defined by literacy theorists and practitioners? What is the relationship of oral and written language comprehension? Students will examine the history of comprehension research including the various ways in which comprehension has been defined. They evaluate connections between definitions of comprehension and current instructional practices. They analyze the strengths and weaknesses of methods of assessing comprehension.

EDL 746 Socio-Cultural Theories
(4 Cr.)

Students answer the following questions: What are sociocultural models and practice of literacy and education and how have these been conceptualized and tested? Sociocultural models are viewed through the lenses of the theoretical and instructional models of language and literacy examined in the field. Students will examine various lenses and, using these as a scaffold, explore issues in the following areas: 1) discourse, 2) second-language acquisition, 3) critical literacy, 4) visual/media literacy, 5) family literacy, 6) multicultural perspectives, 7) policy and research, 8) literacy and technology, 9) teacher education and 10) special education.

EDL 750 Language Acquisition
(4 Cr.)

Students answer the following question: How does language influence literacy and learning? The course examines theory and research on language acquisition and linguistic differences. It explores the relationship between language acquisition and

literacy development. Students will analyze quantitative and qualitative research informed by the theoretical models presented and discuss implications for practice.

EDL 752 Determining the Dissertation Topic
(3 Cr.)
Students answer the following questions: What is the topic for my dissertation? What theoretical area most interests me? What research offers directions for a dissertation? Which specific area do I want to focus on? What questions do I want to answer? Which methodology is most appropriate?

EDL 754 Designing the Dissertation
(3 Cr.)
Students answer the following questions: Having identified a dissertation topic and question, what research design best fits its implementation? What do I need to know in order to plan a research study that services the issues and/or population for which I am most concerned? The course allows students to plan and design their dissertation and set a timeframe for dissertation completion.

EDL 762 Current Issues in Word Knowledge
(1 - 3 Cr.)
Students answer the following questions: How has word knowledge (a.k.a. word identification, word recognition) been defined by literacy theorists and practitioners? What is the relationship of word knowledge to the theories of cognition? How has it been assessed? What happens when word knowledge development varies? Students examine the various ways in which word recognition has been defined. They evaluate connections between these definitions and current instructional practices and analyze the strengths and weaknesses of methods for assessing word knowledge.

EDM 540 Early Childhood Curriculum and Instruction
(4 Cr.)
Students will explore and practice the skills needed to provide a developmentally appropriate curriculum for young children. This course includes curriculum design, various curriculum models, methodology, informal assessment and prescriptive instructional planning. This course is required for EC certification track.

EDM 550 Teaching Early Adolescent/Middle Level Education
(3 - 4 Cr.)
This course provides professional preparation for teachers of 10-14-year-old students. The course focuses on young adolescent development, middle-level curriculum and organization, and middle-level planning, teaching and assessing. The current trends in middle-level education as well as best practice of middle-level teacher preparation as defined by the National Middle School Association will be explored.

EDM 590 Student Teaching: Early Childhood
(3 - 10 Cr.)
This course provides students the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. The course focuses on the practices and roles of the beginning classroom teacher in a diverse, global world. This is required for Early Childhood certification track. Prerequisite: Praxis II, departmental approval.

EDM 624 Action Research Methodology
(3 Cr.)
This course provides an introduction to reading scholarly research and to research design in general, and focuses on action research methodology. Students will learn to identify, analyze, and summarize scholarly research. Students also will develop and conduct an initial literature review and proposal plan for the action research project associated with EDM 634. Students will develop an action research plan, write drafts of chapters one and three of the action research master's thesis, and prepare to implement their action research plans in EDM 634. This action research project will serve as the foundation for the master's thesis. Prerequisite: HESA 550.

EDM 634 Action Research Application
(2 Cr.)
This course provides an opportunity for teachers to engage in action research in their classrooms and schools. Students will engage in authentic research and write a formal five-chapter master's thesis. Passing EDM 634 is a requirement for the completion of the Master of Arts in Teaching degree. Prerequisite: EDM 624, IRB approval.

EDP 800 Advanced Research and Theory
(2 Cr.)
This advanced course in research methods builds on students' prior knowledge of quantitative and qualitative research, and focuses on the philosophical foundations of those methods and how they manifest in current research practice. Students will utilize these foundations to examine a variety of important issues that need to be considered in designing research.

As the first course in the Ph.D. sequence, this course serves as a transition for doctoral students to prepare them to design and conduct their own research in the Ph.D. track such that their work is positioned to contribute to the current body of research. The course takes students through the Ph.D. proposal writing process, examining the concepts of introductions, purpose statements, argumentations, and research design/analysis. This course is designed to prepare doctoral students for the transition into doctoral research. As such it builds on previous research and statistics courses.
The focus of this course will be on the design and understanding of research through achievement of the following primary learning objectives:
1. Understand and demonstrate original inquiry and analysis, grounded in current knowledge and research that leads to generalizability or transferability;
2. Understand and demonstrate that extensive and thorough literature review, analyzing the literature and synthesizing the theoretical foundations and current research;
3. Understand and demonstrate that the literature review includes appropriate primary sources and preponderance of research studies;
4. Understand and demonstrate that rigorous design procedures for research including explicit, comprehensive efforts to address internal and external validity, or verification, i.e., must address causality. Prerequisite: ED 740.

EDP 801 Survey Research
(1 Cr.)
This advanced course in research is one of the elective courses in the Ph.D. sequence. This course prepares doctoral students to design and conduct their own survey. The course takes students through the stages in survey design, including pre-planning, question design, field testing, statistical analysis, and reporting results. The focus of this course is the design and understanding of research through achievement of the following objectives:
1. Understand and demonstrate the importance of pre-planning, including determination of the objectives of the survey, focus on the variables which flow from the research question, linkages of relevant research literature, and use of the knowledge of others to focus on critical ideas.
2. Translate the objectives into a survey which considers the proposed subjects, format, methodology, and analysis plan.
3. Design and field-test the survey to achieve clarity of directions and valid and reliable questions.
4. Understand how to sample a relevant population while minimizing sample error.
5. Understand how to match statistics with the objectives of the study.
6. Understand how to administer, analyze, and report the survey results.

EDP 803 Case Study Research
(1 Cr.)
This seminar actively engages participants in knowledge and skill development related to the what, why, who, how, where, and when of case study research. Seminar content specifically addresses applications of case study to student research interests, including the drafting of research proposals that articulate the alignment of case study design to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of case study research.

The seminar is focused by knowledge construction related to seven questions:
1. What is case study research?
2. What is case study form?
3. What is case study context?
4. What is case study design?
5. What are data collection sources and techniques in case study research?
6. What are data analysis techniques in case study research?
7. What is case study protocol?

EDP 806 Grounded Theory Research
(1 Cr.)

This seminar is focused by knowledge construction related to three questions 1. What is grounded theory research? 2. What is grounded theory context? 3. What is grounded theory method? The seminar actively engages participants in knowledge construction and skill development related to the what, why, who, how, where and when of grounded theory research. Seminar content is focused by a workshop format that both interprets and applies the defining constant comparative method of grounded theory to student research interests, including the drafting of research proposals that articulate the alignment of grounded theory methodology to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of grounded theory research.

EDP 810 Interview Research
(1 Cr.)
This seminar actively engages participants in knowledge and skill development related to the what, why, who, how, where, and when of interview research. Seminar content specifically addresses applications of interview methodology to their research interests, including the drafting of research design proposals that articulate the alignment of interview research questions, the study's theoretical framework, interview protocols, data collection, and analysis techniques to research purpose. Seminar enrollment is appropriate for both the Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of interview research. The seminar addresses: What is interview research? When is interview research appropriate? How do you conduct interview research? How do you analyze interview data? How do you report results of interview data?

EDP 812 Focus Group Methodology
(1 Cr.)
This advanced course in research methods builds on students' prior knowledge of quantitative and qualitative methods, the philosophical foundations of those methods, and how they manifest in current research practice. Students will utilize these foundations to examine a variety of important issues that need to be considered in designing research. As an elective in the Ph.D. sequence, this course builds knowledge and skill in focus group procedures in the public and non-profit environment. Attention will be placed on that alignment of research purpose to theoretical frameworks and focus group protocols. Questioning routes, moderator skills, planning critical logistical details of focus group interviews, and analyzing results of focus group interviews will be emphasized. Students will design, conduct and analyze a focus group interview related to their research interests.

EDP 814 Ethnographic Research
(1 Cr.)
This course actively engages participants in knowledge construction and skill development related to the what, why, who, how, where, and when of ethnographic research. Seminar content specifically addresses applications of ethnography to student research interests, including the drafting of research proposals that articulate the alignment of ethnographic design to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend and refine their knowledge of ethnographic research. The seminar is focused by knowledge construction related to six questions: 1) What is ethnographic research? 2) What is ethnographic research form? 3) What is ethnographic research context? 4) What is ethnographic research design? 5) What are data collection sources and techniques in ethnographic research? 6) What are data analysis techniques in ethnographic research?

EDP 816 Biographical Research
(1 Cr.)
This course actively engages participants in knowledge construction and skill development related to the what, why, who, how, where, and when of biographical research. Seminar content specifically addresses applications of biography to student research interests, including the drafting of research proposals that articulate the alignment of biographical design to research purpose. Seminar enrollment is appropriate for both Ed.D. and Ph.D. candidates seeking to extend, and refine, their knowledge of biographical research.

EDP 821 Historical Research
(1 Cr.)
This course focuses on helping students understand the advanced elements of historical research. The main areas of focus are researching, evaluating, interpreting, and utilizing primary and secondary sources; use of bibliographical tools; and the employment of social science methodologies for historical research, including qualitative, quantitative, and electronic models. The emphasis is on developing both writing and research skills to be incorporated into the dissertation. Students will use their own dissertation questions to apply them to the objectives and exercises outlined. The seminar requires attention to detail, but allows students a break from the more traditional thematic structure of seminars. A significant portion of the seminar is dedicated to learning how to take advantage of electronic resources and research techniques.

EDP 822 Program Evaluation
(1 Cr.)
This course is designed to examine and understand the basic and advanced components of the research methodology of program evaluation. Program evaluation is carefully collecting information about a program, or some aspect of a program, in order to make necessary decisions and analysis. Program evaluation can include a variety of different types of evaluation, such as needs assessments, accreditation, cost/benefit analysis, effectiveness, efficiency, formative, summative, goal-based, process, outcomes and more. This course examines the basic components of program evaluation, the different types of program evaluation, theoretical framework, and practical uses of program evaluation.

EDP 847 Observational Research
(1 Cr.)
This course is designed to involve students in observational research, which includes watching people in their natural settings engaging in everyday activities. Participants work together to systematically collect and analyze data to enhance interpretation and validity of observation.

EDP 850 Advanced Statistics I
(1 Cr.)
This advanced course in statistics builds on students' prior knowledge of and experience with data analysis techniques. Specifically, this course assumes that students have a basic understanding and working knowledge of foundational statistical concepts such as descriptive versus inferential statistics; the unit normal distribution; students t-distribution; the F distribution; measures of central tendency and dispersion; correlation and prediction; basics of hypothesis testing; specific techniques for testing inferences about single means, pairs of mean (i.e., t-tests for single means, independent, and dependent pairs of means), and three or more means (i.e., one-way ANOVA). This course is designed to provide students with data analysis techniques for more complex research designs commonly associated with quantitative dissertations.

EDP 851 Advanced Statistics II
(1 Cr.)
This advanced course in statistics builds on students' prior knowledge of and experience with data analysis techniques presented in EDP 850 Advanced Statistics I, as well as basic statistics concepts. Specifically, this course assumes that students have a basic understanding and working knowledge of foundational and advanced statistical concepts. This course is designed to provide students with data analysis techniques employed in the latest and more advanced research endeavors in the social sciences and statistical analysis. Prerequisite: EDP 800, EDP 850.

EDP 852 Qualitative Data Analysis
(1 Cr.)
This course is designed to provide students with the opportunity to gain knowledge and skills coding and analyzing qualitative data using NVivo, a qualitative analysis software package. Seminar content will specifically address applications of data analysis as it relates to student research data – including the drafting of a paper that articulates the alignment of data collection and NVivo analysis to the research purpose. Additionally, course readings and discussions will encourage students' thinking as they develop epistemic perspective. Seminar enrollment is appropriate for students who have collected their data (field notes, transcribed interviews, meeting agendas, etc.) or, if data collection has not occurred, student must have a completed literature review to use as the material for the seminar.

EDP 853 Qualitative Data Collection
(1 Cr.)
Seminar content will specifically address application of these data collection techniques to students' individual research interests. This seminar will build on students' prior knowledge of qualitative methodology and will actively engage students in knowledge construction and skill development related to creating research protocols, aligning the data and analysis to the research purpose. The focus of the course will be on developing a protocol, conducting an interview/focus group/observation, analyzing the data collected in the appropriate manner, and documenting the findings.

EDP 880 Literature Review
(1 Cr.)
This course is designed to help students construct a literature review that reflects the ability to: organize large quantities of scholarly information, perform critical analysis of scholarly literature, and use literature in the development and understanding of theoretical frameworks. An understanding of frameworks within literature allows readers to explain what it

means and articulate an interpretation which shows how the theory may be used to create meaning, guide research, and inform practice. There are several main reasons for analyzing leadership, learning, or service theory:
1. The ultimate end of analysis is, first and foremost, a deeper understanding and a fuller appreciation of the concept of leadership, learning, or service -- students learn to see more, to uncover or create richer, denser, more interesting meanings.
2. Secondly, theory uses language, images, and meaning-making as the basis for a more astute and powerful use of the theory as it informs practice. 3. Thirdly, analysis should also teach us to be aware of the cultural and contextual background of a particular theory situated historically, socially, intellectually, developed at particular times, with particular intents, under particular historical conditions, across particular cultural, personal, gender, racial, class and other perspectives. Leadership, learning, or service theory is ideology in operation. This can be of particular use in understanding our own culture and time, but has historical applications as well. 4. A fourth function of analysis is to help us, through study and through reflection, to understand the way ideas and feelings are talked about in our culture or in other times and cultures -- to have a sense both of communities of meaning, and of the different kinds of understanding there can be about matters of importance to human life.

EDP 881 Writing the Research Narrative
(1 Cr.)
This seminar provides direct instruction and coaching in the organization and writing of the research narrative within a doctoral dissertation. Seminar enrollment is appropriate for Ed.D. and Ph.D. candidates engaged in the drafting of dissertation proposals and manuscripts. Seminar participants will: a) refine their understanding of implied questions and content requirements within a research study, b) extend their understanding of APA format, and c) further develop writing skills that support the composition of a clear and coherent research narrative.

EDP 882 Writing the Publication Prospectus
(1 Cr.)
This seminar provides direct instruction and coaching in the organization and writing of a prospectus targeting the publication of an article, book, or book chapter related to a research focus. Seminar enrollment is appropriate for Ed.D. or Ph.D. candidates or graduates pursuing the publication of their dissertation research or other research interests. Seminar participants will: a) develop understanding of publishing options and prospectus requirements, b) further develop their skill in narrative writing, and c) complete and submit a publication prospectus to one or more publishers.

EDP 890 Current Research Theory
(1 Cr.)
This course is designed to extend into the classroom the knowledge gained at the Summer Institute at Cardinal Stritch University. Course participants attend the doctoral Summer Institute, learning from nationally recognized experts, including Stritch faculty, in the field of leadership, learning, and service. Students will be required to complete research on aspects of current theory, integrating the information from the Summer Institute and relating it to practical aspects within society. It is intended to engage the doctoral student in higher order evaluation, analysis and synthesis of the theoretical constructs to inform dissertation content, process and product, with an emphasis on research. Because of the nature of this course, students may repeat the class more than once. Prerequisite: Students must have completed all doctoral (Ed.D.) coursework prior to enrolling in EDP 890..

EDP 899 Advanced Theory and Models
(2 Cr.)
This is a Ph.D. capstone course that focuses on the nature and processes of theory development and model building, drawing from epistemology and the philosophy of research. Major issues in the development of theory, model building, and knowledge are examined, with emphasis on the analysis of social phenomena. This course acquaints participants with some of the key theoretical issues of social science research, as well as the basic processes of theory formulation. Learners will become familiar with supervision/leadership and organization theories and models as well as major trends and issues in the study of educational organizations. How leadership/supervision theory, change processes, and decision-making impact organizations and individuals are explored. Learners will critically assess, then apply the theories to their own experiences and develop a theoretical perspective which will be used to enhance chapter five of their own dissertation. This is the final course of the Ph.D. sequence.

EDU 530 DS: Director of Instruction I
(1 Cr.)
This course is a directed study, independent course. Students in this class have one or more Wisconsin Administrative licenses and are seeking the Director of Instruction license (Wisconsin DPI license #10). EDU 530 is the first of two 1-credit classes to be completed for the student to be eligible for the Director of Instruction license. Successful completion of this course, defined as a grade of B or better, and EDU 531 will result in the student being eligible for Wisconsin License #10 as a Director of

Instruction. The course is two-pronged. The student will engage a supervised practicum of experiences in the areas of responsibility of a Director of Instruction. Supervision will be provided by the Instructor and a District Supervisor. In addition, the student will complete a Field Work Experience, which is a project done by the student in the district during the course of study that is also reflective of areas of responsibility for a Director of Instruction. A summarizing paper, meeting APA specifications, is required as part of the Field Work Experience.

EDU 531 DS: Director of Instruction II
(1 Cr.)
This course is a directed study, independent course. Students in this class have one or more Wisconsin Administrative licenses and are seeking the Director of Instruction license (Wisconsin DPI license #10). Students in this course have also completed EDU 530. EDU 531 is the second of two 1-credit classes to be completed for the student to be eligible for the Director of Instruction license. Successful completion, defined as achieving a grade of "B" or better, of this course and EDU 530 will result in the student being eligible for Wisconsin License #10 as a Director of Instruction. The course is two-pronged. The student will engage a supervised practicum of experiences in the areas of responsibility of a Director of Instruction. Supervision will be provided by the Instructor and a District Supervisor. In addition, the student will complete a Field Work Experience, which is a project done by the student in the district during the course of study that is also reflective of areas of responsibility for a Director of Instruction. A summarizing paper, meeting APA specifications, is required as part of the Field Work Experience.

EDU 532 DS: Principal I
(1 Cr.)
This course is a directed study, independent course. Students in this class have one or more Wisconsin Administrative licenses and are seeking the Principal license (Wisconsin DPI license #51). EDU 532 is the first of two 1-credit classes to be completed for the student to be eligible for the Principal license. Successful completion of this course, defined as achieving a grade of "B" or better, and EDU 533 will result in the student being eligible for Wisconsin License #10 as a Principal. The course is two-pronged. The student will engage a supervised practicum of experiences in the areas of responsibility of a Principal. Supervision will be provided by the Instructor and a District Supervisor. In addition, the student will complete a Field Work Experience, which is a project done by the student in the district during the course of study that is also reflective of areas of responsibility for a Principal. A summarizing paper, meeting APA specifications, is required as part of the Field Work Experience.

EDU 533 DS: Principal II
(1 Cr.)
This course is a directed study, independent course. Students in this class have one or more Wisconsin Administrative licenses and are seeking the Director of Instruction license (Wisconsin DPI license #10). Students in this course have also completed EDU 532. EDU 533 is the second of two 1-credit classes to be completed for the student to be eligible for the Principal license. Successful completion of this course, defined as achieving a grade of "B" or better, and EDU 532 will result in the student being eligible for Wisconsin License #51 as a Principal. The course is two-pronged. The student will engage a supervised practicum of experiences in the areas of responsibility of a Principal. Supervision will be provided by the Instructor and a District Supervisor. In addition, the student will complete a Field Work Experience, which is a project done by the student in the district during the course of study that is also reflective of areas of responsibility for a Principal. A summarizing paper, meeting APA specifications, is required as part of the Field Work Experience.

EDU 534 DS: Director of Instruction and Principal I
(1 Cr.)
This course is a directed study, independent course. Students in this class have a Doctorate, or are concurrently enrolled in a Doctoral program and are seeking Wisconsin Department of Public Instruction licensure as a Director of Instruction (#10) and Principal (#51). EDU 534 is the first of two 1-credit Practicum classes to be completed for the student to be eligible for the Principal and Director of Instruction license. Successful completion of this Practicum course, defined as achieving a grade of "B" or better, and EDU 535, along with other program/coursework requirements, will result in the student being eligible for Wisconsin License #10 as a Director of Instruction and a Wisconsin License #51 as a Principal. The student will engage in a supervised practicum of experiences in the areas of responsibility of a Director of Instruction and a Principal. Supervision will be provided by the Instructor and a District Supervisor.

EDU 535 DS: Director of Instruction and Principal II
(1 Cr.)
This course is a directed study, independent course. Students in this class have a Doctorate, or are concurrently enrolled in a Doctoral program and are seeking Wisconsin Department of Public Instruction licensure as a Director of Instruction (#10) and Principal (#51). EDU 535 is the second of two 1-credit Practicum classes to be completed for the student to be eligible for the

Principal and Director of Instruction license. Successful completion of this Practicum course, defined as achieving a grade of "B" or better, and EDU 534, along with other program/coursework requirements, will result in the student being eligible for Wisconsin License #10 as a Director of Instruction and a Wisconsin License #51 as a Principal. The student will engage in a supervised practicum of experiences in the areas of responsibility of a Director of Instruction and a Principal. Supervision will be provided by the Instructor and a District Supervisor.

EDU 571 Introduction to Leadership
(4 Cr.)
This course analyzes how leaders operate within the needs of organizations in the 21st century. The goal is for students to examine themselves to understand core values and align these values with leadership of the organization. Specifically, students will examine their own formation (what influenced me?) and values (what do I value?) in reference to their leadership within their organizational context (where am I now?) in order to construct a personal leadership position (where am I going as a leader?) that is informed by their formation and values and incorporates feedback from others about their leadership behavior. Students also will begin to assess who they are within the organization and how to work with others to achieve goals and support their organization's mission.

EDU 573 Leading Complex Systems
(4 Cr.)
This course prepares students to analyze an organization's effectiveness related to its ability to achieve its mission, as well as its readiness for improvement and innovation through four frames: cultural, structural, human resource, and political. Additionally students will learn to integrate their frame analysis into an integrated systems view taking into account the natural phenomena of complexity, chaos and dissonance.
How has organizational theory evolved into current systems perspectives?
How can I analyze my organization to determine readiness for improvement and innovation?
What are the implications of understanding my organization for organizational improvement and innovation? Prerequisite: EDU 571.

EDU 575 Leading Beyond Organizational Improvement
(4 Cr.)
For today's leaders, a working knowledge of complex adaptive systems, systems thinking, adaptive leadership, and understanding the change process are crucial to the attainment of healthy and productive organizations that are capable of both improvement and innovation. As a result, this course will focus on developing a deeper understanding of what it takes to lead for improvement and innovation. Concepts such as: working on the adaptive edge, addressing technical problems and solving adaptive challenges, and understand the components of creating high levels of organizational learning will be addressed in this course. Student knowledge, skills, and dispositions for improvement and innovation will be explored and developed through art processes and products. Students will apply these understandings to issues related to enhancing the achievement of the organizational mission, as well as building organizational capacity and adaptability in their organizations. The key question to be addressed in this course:
What overarching strategy will need to be developed and used to ensure that your organization operates from a consistent core purpose, while at the same time responding and adapting to shifts in the external environment? Prerequisite: EDU 573.

EDU 576 Leadership in Planning, Facilitating and Assessing Learning
(4 Cr.)
This course focuses on the relationship among curriculum, instruction, assessment, and learning. The course emphasizes demonstrating competency in the Wisconsin teaching and administrative standards by connecting administrative standards to instructional leadership as a principal and director of instruction. Through synthesis of research on historical and emerging curriculum theories, the students will achieve an understanding of academic content standards, curriculum resources, instructional methods, and balanced assessment models. Students will reflectively create and evaluate instructional models and professional development plans. Students will construct written materials, visual representations and presentations focused on improvement, innovation, and student performance. Effective practices in the planning, facilitating and assessing of learning will be identified, and students will develop an improvement plan for their practicum site. Prerequisite: EDU 588.

EDU 580 Developing, Supervising and Evaluating Staff
(4 Cr.)
This course will present the processes for effective formative and summative supervision of new and experienced staff. In this context, a variety of professional models will be described to help improve teaching and learning. In addition, this course focuses on human needs within the learning organizations related to adult learning, motivation and trust. The skills of conflict resolution and effective communication will be explored along with processes for mentoring, coaching, and developing a

continuous improvement model. Aspects of employee discipline and Plans of Improvement will be studied. Simulated experiences will allow class participants to develop and practice their skills and knowledge throughout the course. Prerequisite: EDU 576.

EDU 583 Legal and Financial Leadership in Adaptive Change
(4 Cr.)
This course will include a survey of: the legal areas impacting leaders or organizations; the relationships between leadership and the law in the rapidly-changing 21st century; fiscal management strategies in an environment of adaptive change. The course will include legal case studies, the legal basis for the funding of schools, an in-depth study of the breadth and depth of school law, and simulations of the legal and financial implications of organizations undergoing adaptive change. Prerequisite: EDU 580.

EDU 586 Analysis of System Leadership
(1 Cr.)
This course focuses on the analysis and synthesis of professional knowledge about leadership. Participants will submit their Leadership Platform through analyzing their value positions aligning leadership responsibilities with the administrative standards. Students will complete a culminating leadership portfolio. Finally, students will give a performance presentation defending the MEL Course Outcomes synthesizing their learning from their course work and independent research project in this final MEL course. Prerequisite: EDU 583.

EDU 588 Leading in a Culture of Continuous Improvement
(2 Cr.)
This course introduces students to the basic language and processes of data analysis in preparation for the development of an organizational plan (OEP). The goals of the course are to prepare students to begin developing an OEP, decide on a focus for school improvement within a unit of study, analyze student achievement data, and begin to formulate a plan for data collection. Students will be exposed to different types of data collection methods both quantitative and qualitative. Prerequisite: EDU 575.

EDU 606 Research Strand I
(2 Cr.)
This course is the first of a series of three courses involving in-depth guided research in a leadership/education area of the student's choosing. In this course, students will engage in research and application of research to practice and the development of leadership, learning and service.

EDU 607 Research Strand II
(1 Cr.)
This course is the second of a series of three courses involving in-depth guided research in a leadership/education area of the student's choosing. In this course, students will engage in research and application of research to practice and the development of leadership, learning and service. Prerequisite: EDU 606.

EDU 608 Research Strand III
(1 Cr.)
This course is the last of a series of 3 courses involving in-depth guided research in a leadership/education area of the student's choosing. In this course, the student will continue a strand of research, and application of research, to practice and the development of leadership, learning and service. Prerequisite: EDU 607.

EMA 500 Seminar I
(2 Cr.)
This course introduces teacher candidates to the profession of education, the InTASC Core Teaching Standards, and the Common Core Academic Standards. Teacher candidates will examine their paradigm of learning and teaching, attitudes and dispositions of effective teachers, and their role in a cohort learning model. Other topics that will be addressed include the concept of best practice and cognitive neuroscience in education. Prerequisite: Admission to teacher education program.

EMA 501 Early Adolescence-Adolescence and Early Childhood-Adolescence Seminar I
(2 Cr.)
This course introduces teacher candidates to the profession of education, the InTASC Core Teaching Standards, and the Common Core Academic Standards. Teacher candidates will examine their paradigm of learning and teaching, attitudes and

dispositions of effective teachers, and their role in a cohort learning model. Other topics that will be addressed include the concept of best practice and cognitive neuroscience in education. Prerequisite: Admission to MAT program.

EMA 511 Fundamentals of Instruction and Assessment
(3 Cr.)
This course addresses the conceptual framework that guides the art and science of teaching. It introduces teacher candidates to current learning theory, a lesson planning format, and differentiated instruction and assessment strategies that are developmentally appropriate. Prerequisite: Admission to teacher education program. Corequisite: EMA 530 and EMA 575.

EMA 513 EA-A and EC-A Fundamentals of Instruction and Assessment
(3 Cr.)
This course addresses the conceptual framework that guides the art and science of teaching. It introduces teacher candidates to current learning theory, a lesson planning format, and differentiated instruction and assessment strategies that are developmentally appropriate. Prerequisite: Admission to MAT program. Corequisite: EMA 531.

EMA 523 Literacy for Early Readers and Writers
(4 Cr.)
This course will focus on the relationship between language and literacy development in pre-kindergarten/preschool through primary grade level students, and for elementary or secondary students who receive special education services and are in early levels of literacy development. Students will learn how to plan and provide instruction in the early phases of reading, writing, listening, and speaking and to assess student performance. A variety of contexts to facilitate the development of language and literacy will be explored. There will be specific literacy-focused clinical field experience required for completion of this course. If students are EC-MC certification candidates, they will complete the following literacy field experiences: preschool, first grade, and third grade. If students are MC-EA or EA-A certification candidates, they will complete these literacy field experiences: kindergarten, first grade, and third grade. Prerequisite: Admission teacher education program.

EMA 530 Field Experience I
(1 Cr.)
This course provides an opportunity for teacher candidates to explore the teaching profession in a elementary/middle classroom setting. Teacher candidates will observe and participate in a variety of lessons and activities in the assigned placement. The goal of the observations is to identify the 10 Interstate Teacher Assessment and Support Consortiums (InTASC) standards in action and teach lessons during the hours of the required field experience. Prerequisite: Admission to teacher education program. Corequisite: EMA 511.

EMA 531 Early Adolescence-Adolescence and Early Childhood-Adolescence Field Experience I
(1 Cr.)
Field Experience I provides an opportunity for teacher candidates to explore the teaching profession in a middle/secondary classroom setting. Teacher candidates will observe and participate in a variety of lessons and activities in the assigned placement. The goal of the observations is to identify the 10 Interstate Teacher Assessment and Support Consortium (InTASC) standards in action and teach lessons during the hours of the required field experience. Prerequisite: Admission to MAT program. Corequisite: EMA 513.

EMA 535 EC-MC and MC-EA Classroom Management and Cultural Diversity
(1 Cr.)
This course prepares teacher candidates to create a learning environment that encourages positive social interaction and active engagement in learning among P-8 students with a wide range of academic, social, and emotional differences. Course instruction is grounded in the understanding and appreciation of diverse cultures with the goal of supporting teacher candidates in moving toward cultural proficiency. Instructional strategies and classroom techniques that promote student learning and classroom community will be explored. In addition, a wide variety of classroom management challenges and issues will be addressed using current research. Prerequisite: Admission to MAT or MAIE program.

EMA 536 EA-A and EC-A Classroom Management and Cultural Diversity
(1 Cr.)
This course prepares teacher candidates to create a learning environment that encourages positive social interaction and active engagement in learning among grades 6-12 and P-12 students with a wide range of academic, social, and emotional differences. Course instruction is grounded in the understanding and appreciation of diverse cultures with the goal of supporting teacher candidates in moving toward cultural proficiency. Instructional strategies and classroom techniques that

promote student learning and classroom community will be explored. In addition, a wide variety of classroom management challenges and issues will be addressed using current research. Prerequisite: Admission to MAT program.

EMA 539 Technologies to Teach: Facilitating Remote Learning
(1 Cr.)
This course is designed as an introduction to educational and instructional technology. Students will examine the intersections among technology, classroom learning, instructional design, and curriculum development. Although the course will not utilize specific platforms and/or tools, teacher candidates will have the opportunity to select from a range of technologies and tools to complete course projects. This course is designed to provide teacher candidates with a basic knowledge and understanding of instructional technologies as well as practice applying these understandings to actual classroom practice and responding to the needs of an ever-changing academic environment.

EMA 541 Elementary Middle Content Methods
(4 Cr.)
This is an integrated elementary content methods course focused on math, science, social studies, and fine arts. This course is designed to develop competencies in instructional methods for teacher candidates preparing to teach in various P-8 grade levels and content areas. Teacher candidates will complete a separate self-contained module for each content area.

EMA 543 Math Methods
(1 Cr.)
This course is designed to create competencies in mathematics methods for students preparing to teach in the P-8 classroom. Through reading, writing, and talking about mathematics as well as engaging in hands-on mathematics activities, teacher candidates will develop the skills necessary to successfully create, implement, and assess appropriate mathematics activities for P-8 grade levels. Prerequisite: Admission to teacher education program.

EMA 544 Science Methods
(1 Cr.)
This course is designed to help teacher candidates develop competencies in instructional methods appropriate for science content for various P-8 grade levels. Teacher candidates will research and investigate aspects of science lessons including student thought process, set-up time, topic adjustment, evaluation processes, environmental education, and meeting national and state science standards. Prerequisite: Admission to teacher education program.

EMA 546 Social Studies Methods
(1 Cr.)
This course is designed to develop competencies in instructional methods to successfully create and implement social studies lessons appropriate for various P-8 grade levels. Teacher candidates will research and investigate aspects of the social studies standards, including the topic of Wisconsin Indian treaties and tribal sovereignty, and become familiar with lesson and unit plan designs for the content area. Prerequisite: Admission to teacher education program.

EMA 547 Fine Arts Methods
(1 Cr.)
This course is designed to develop competencies in instructional methods to successfully create and implement fine arts lessons appropriate for students in grades P-8. Teacher candidates will research and investigate aspects of the fine arts standards and become familiar with lesson and unit plan designs for the content area. Special attention will be focused on research-based integration strategies that connect the other academic content areas with arts areas. Prerequisite: Admission to teacher education program.

EMA 548 Advanced Curriculum Planning in Specific Content Areas
(4 Cr.)
This course addresses specific content methods in secondary education in English, mathematics, science, social studies, foreign/world languages, art, music or theater. Teacher candidates will use content-specific instructional resources as well as study the current trends and best practice in their respective content areas. Prerequisite: EMA 513.

EMA 551 Advanced Methods, Assessment and Unit Writing
(4 Cr.)
This course is designed specifically for the teacher candidate to develop confidence in designing lesson plans, instructing, and assessing the elementary and middle level student in an inclusive classroom. The teacher candidate will develop lesson plans and a unit plan which incorporates research-based methods, best practices and current assessment practices. Course topics

include essential teaching strategies that are foundational for teacher effectiveness, instructional models designed to teach specific learning objectives, Understanding by Design unit plans, art integration, 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: EMA 511. Corequisite: EMA 570 or INED 510.

EMA 554 EA-A and EC-A Methods, Assessment and Unit Writing
(4 Cr.)
This course focuses on secondary education methods and assessment and is intended for secondary teacher candidates who are preparing to teach at the middle adolescent-adolescent level within inclusive settings. Teacher candidates will explore and study instructional strategies which incorporate research-based methods, best practice, current assessment practices, and technology appropriate for middle- and secondary-level students. The assessment component is designed to orient teacher candidates to a flexible perspective of secondary classroom assessment. Teacher candidates are concurrently enrolled in EMA 554 and EMA 571. Prerequisite: EMA 513. Corequisite: EMA 571.

EMA 563 Literacy for Developing Readers and Writers
(4 Cr.)
The content of this course includes examination, discussion, and application of teacher and student strategies for promotion of word identification; fluency; comprehension; study skills; written expression; selection of appropriate literature, practice materials, and technology; formats for organizing classroom instruction; and procedures for assessing and monitoring learner progress. The emphasis for teacher candidates in this course is literacy learning and instruction for students in grades 4-8. Prerequisite: EMA 523.

EMA 566 Literacy in the Content Areas
(4 Cr.)
This is a practical course designed to help content-area teacher candidates become effective teachers of reading in the classroom setting. Its immediate focus is on helping teacher candidates improve students' abilities to read to learn and use literate thinking and academic language in each content area. Its broader focus is on helping teacher candidates improve the way students use reading, writing, speaking, listening and viewing to think about and learn content. Prerequisite: Admission to teacher education program.

EMA 570 Field Experience II
(1 Cr.)
This pre-student teaching field experience provides an opportunity for teacher candidates to explore the teaching profession in an actual classroom setting. The teacher candidates will observe and participate in a variety of classroom activities at the assigned field site and will deliver at least two instructional lessons. Prerequisite: EMA 513. Corequisite: EMA 551.

EMA 571 Early Adolescence-Adolescence and Early Childhood-Adolescence Field Experience II
(1 Cr.)
This pre-student teaching field experience provides an opportunity for teacher candidates to explore the teaching profession in an actual classroom setting. The teacher candidates will observe and participate in a variety of classroom activities at the assigned field site and will deliver at least two instructional lessons. Prerequisite: EMA 513. Corequisite: EMA 554.

EMA 575 Classroom Management
(2 Cr.)
This course prepares teacher candidates to create a learning environment that encourages positive social interaction and active engagement in learning among P-8 students with a wide range of academic, social, and emotional differences. Course instruction is grounded in the understanding and appreciation of diverse cultures with the goal of supporting teacher candidates in moving toward cultural proficiency. Conflict resolution, motivation theories, and the impact of teacher expectations will be explored, including instructional strategies and classroom techniques that promote student learning and classroom community. A variety of classroom management challenges and issues also will be addressed using current research. Corequisite: EMA 511.

EMA 576 EA-A and EC-A Advanced Classroom Management
(2 Cr.)
This course prepares teacher candidates to create a learning environment that encourages positive social interaction and active engagement in learning among students in grades 6-12 and P-12 with a wide range of academic, social, and emotional differences. Course instruction is grounded in the understanding and appreciation of diverse cultures with the goal of supporting teacher candidates in moving toward cultural proficiency. Conflict resolution, motivation theories, and the impact

of teacher expectations will be explored, including instructional strategies and classroom techniques that promote student learning and classroom community. A variety of classroom management challenges and issues also are addressed using current research. Corequisite: EMA 513.

EMA 591 Student Teaching: Early Childhood-Middle Childhood
(3 - 10 Cr.)
This course provides students the opportunity to student teach in pre-K-12 settings under supervision within the teacher candidates' targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidates' targeted area(s) of certification. Focus will be on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the placement office will evaluate student teachers. Prerequisite: EMA 570, Foundations of Reading Test. Corequisite: EMA 604.

EMA 592 Student Teaching: Middle Childhood-Early Adolescence
(3 - 10 Cr.)
This course provides students the opportunity to student teach in pre-K-12 settings under supervision within the teacher candidates' targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidates' targeted area(s) of certification. Focus will be on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the placement office will evaluate student teachers. Prerequisite: EMA 570, Foundations of Reading Test. Corequisite: EMA 604.

EMA 593 Student Teaching: Early Adolescence-Adolescence
(3 - 10 Cr.)
This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidates' targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidates' targeted area(s) of certification. Focus will be on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the placement office will evaluate student teachers. Prerequisite: EMA 571. Corequisite: EMA 604.

EMA 595 Student Teaching: Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence
(3 - 10 Cr.)
This course provides students the opportunity to student teach in pre-K-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 570, Foundations of Reading Test. Corequisite: EMA 604.

EMA 596 Student Teaching: Foreign Language Early Childhood-Adolescence
(3 - 10 Cr.)
This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 571. Corequisite: EMA 604.

EMA 597 Student Teaching: Art Early Childhood-Adolescence
(3 - 10 Cr.)
This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 571. Corequisite: EMA 604.

EMA 598 Student Teaching: Music Early Childhood-Adolescence
(3 - 10 Cr.)
This course provides students with the opportunity to student teach in preK-12 settings under supervision within the teacher candidate's targeted area(s) of certification. Teacher candidates student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teachers follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the Placement Office will evaluate student teachers. Prerequisite: EMA 571. Corequisite: EMA 604.

EMA 604 Professional Development Seminar
(2 - 3 Cr.)
This course introduces teacher candidates to the profession of education through the School of Education Program Framework for Teacher Effectiveness and the InTASC Core Teaching Standards. In addition, this course prepares teacher candidates to complete and submit an edTPA entry for local evaluation and/or Pearson. Teacher candidates will examine their paradigm of learning and teaching, attitudes and disposition of effective teachers, and their role in a cohort learning model. Other topics that will be addressed include the concept of best practice and cognitive neuroscience in education. This course is to be taken concurrently with student teaching. Corequisite: EMA 591, EMA 592, EMA 593, EMA 595, EMA 596, EMA 597 or EMA 598.

ESL 510 Instruction and Assessment of English Learners
(4 Cr.)
This course reviews different approaches and methodologies in teaching English learners. Assessment of English learners for placement, differentiating instruction to meet their academic needs, and facilitating their education are covered. Teacher candidates learn how to use data from formal and informal assessment to plan differentiated instruction in teaching English learners.

ESL 511 History and Politics of Immigration
(3 Cr.)
This course provides a review of the history of immigration in the US with particular emphasis on how the life experiences of English learners who are usually children of immigrants impact their learning. This course is open to all CSU students.

ESL 512 Language Development and Linguistics
(3 Cr.)
The dimensions of language acquisition especially as it relates to first- and second-language acquisition in children from birth through adolescent are introduced. Phonetics, phonology, morphology, syntax, semantics, and communicative competence and their implications for teaching all children are considered. An examination and analysis of typical and atypical language patterns and their relationship to cognitive and social development will be included. As a result of demonstrations and observations, teacher candidates familiarize themselves with speech and language screening and diagnostic processes for young children. Teacher candidates learn how to create an environment that supports language acquisition for all children. Educational issues related to linguistically diverse children and families will be researched.

ESL 513 Evaluation and Creation of English Learner Program and Guidelines
(2 Cr.)
This course is for candidates to become knowledgeable about Civil Rights and equitable education for English Learners, to examine the elements of the EL programs from identification to exiting, and to use a monitoring tool to evaluate a comprehensive plan for achievement of all English Learners. The goal of effective programming is for English Learners to achieve adequate education to leave the ESL program prepared to enter college.

ESL 516 Practicum in Teaching English Learners
(2 Cr.)
This practicum is designed for teachers or teacher candidates to participate in systemic experiences observing and teaching English learners. Teachers and teacher candidates will spend time throughout a semester observing and working with English learners so they can implement or observe and assist in the implementation of theories of teaching English learners.

GS 500 Graduate Seminar
(2 Cr.)
This seminar is designed for graduate students at Cardinal Stritch University to prepare them for the inquiry, self-management, information literacy, and writing skills necessary for success in the graduate program. There is a focus on the Franciscan Values and understanding the university learning management system.

GS 501 Introduction to Leadership
(3 Cr.)
This course analyzes how leaders operate within the needs of organizations in the 21st century. The goal is for students to examine themselves to understand core values and align these values with leadership of the organization. Specifically, students examine their own formation (what influenced me?) and values (what do I value?) in reference to their leadership within their organizational context (where am I now?) in order to construct a personal leadership position (where am I going as a leader?) that is informed by their formation and values and incorporates feedback from others about their leadership behavior. Student will also begin to assess who they are within the organization and how to work with others to achieve goals and support organizations mission.

GS 502 Leading Complex Systems
(4 Cr.)
This course prepares students to analyze an organization's effectiveness related to its ability to achieve its mission, as well as its readiness for improvement and innovation through four frames: cultural, structural, human resource, and political. Additionally students will learn to integrate their frame analysis into an integrated systems view taking into account the natural phenomena of complexity, chaos and dissonance.

How has organizational theory evolved into current systems perspectives?

How can I analyze my organization to determine readiness for improvement and innovation?

What are the implications of understanding my organization for organizational improvement and innovation?

GS 503 Fundamentals of Research Methods
(3 Cr.)
This course is a review of the fundamental principles of research in education and social sciences. The purpose of this course is for graduate students in education to become informed consumers of research. The course will cover principles of conducting research, including human participants (subjects) and legal steps necessary to follow in protecting participants (the Internal Review Board [IRB] process); different types of qualitative and quantitative research; the development of surveys or questionnaires, interview questions, and other methods of data collection; understanding the validity and reliability of data; a review of descriptive and inferential statistics; and the process of developing a research proposal.

HESA 530 Introduction to Student Affairs Leadership
(3 Cr.)
This course is designed to provide an introduction to the field of student affairs in higher education. The course provides several introductory elements: an historical overview of student affairs, professional ethics, theoretical approaches to student learning and an introduction to the various functions and activities associated with student affairs. The course is designed to examine student affairs in public and private institutions as well as community colleges. Students also will be introduced to the complexity of college campuses and cultures including the physical, social, and psychological aspects of these environments.

HESA 532 Learning and Development during Adulthood
(3 Cr.)
This course focuses on the field of developmental psychology to provide new insights into the critical connections between experience and learning in all areas of adult education. Integrating findings from both adult developmental psychology and adult learning (andragogy), the focus is on how experience generates developmental change and how the relationship between self and others changes across the lifespan and, in turn, affects the learners' growth. Processes that promote separateness, independence, interdependence, and autonomy are discussed. Learning and change in the adult years and the role of development in adult learning, the investment of 'self' in learning, the concepts and tools for autonomy, and the link between social development and personal development is explored.

HESA 535 Organizational Leadership in Higher Education
(3 Cr.)
This course provides an understanding of the structure and governance of higher education in relation to legal bases, external and internal constraints, functional patterns, administrative staff roles and responsibility, faculty organization and authority, and student participation in organizational structure in two-year and four-year colleges as well as universities.

HESA 540 Multicultural Competencies and Social Justice in Student Affairs
(3 Cr.)
This course is designed to acquaint future student affairs professionals with competency skills deemed necessary for the successful practice of student affairs administration in multicultural and diverse higher education settings. Characteristics, policies, practices, and organization dynamics of higher education institutions that affect the delivery of services and programs for all members of the higher education community are the focus of this course.

HESA 545 Introduction to Academic Advising and Counseling in Student Affairs
(3 Cr.)
The purpose of the course is to introduce educational leaders to the core components of academic advising. Those core components are: foundation, theory, ethics, student diversity, and models for success. This course will be an essential foundation for academic advisors, counselors, and administrators.

HESA 548 Legal and Ethical Issues in Student Affairs
(1 - 3 Cr.)
This course is designed to provide graduate students with an introduction to the legal and ethical issues which affect higher education and student affairs practice. The primary goal of this course is to provide an exploration and understanding of legal issues pertaining to the various constituents of colleges and universities (students, faculty, and administrators).

HESA 550 Fundamentals of Research Methods in Education
(3 Cr.)
This course is a review of the fundamental principles of research in education and social sciences. The purpose of this course is for graduate students in education to become informed consumers of research. The course will cover principles of conducting research, including human participants (subjects) and legal steps necessary to follow in protecting participants (the Internal Review Board [IRB] process); different types of qualitative and quantitative research; the development of surveys or questionnaires, interview questions, and other methods of data collection; understanding the validity and reliability of data; a review of descriptive and inferential statistics; and the process of developing a research proposal.

HESA 555 Practicum or Field Experience in Higher Education Student Affairs
(1 - 3 Cr.)
This course is designed to provide graduate students in college student affairs with practical working experience in which they work in an area of student affairs. Students will be supervised by a professional working in an area of student affairs along with the course instructor. Graduate students choose a topic that is of importance to their job and the institution, gather information that shows the history of the problem, analyze the environment of the institution that led to the situation considered under case study, and use the knowledge gained in other courses including the data available in the institution to offer steps for addressing the situation or the case.

HESA 556 Assessment: Data Driven Decision Making in Higher Education
(3 Cr.)
The purpose of this course is to promote the understanding of assessment and program evaluation in enhancing academic practices. The course will focus on how to utilize data to improve practice and to demonstrate the effectiveness of program, as well as provide opportunities to effectively assess various dimensions of the college experience. By learning the usefulness and appropriateness of various assessment methodologies, the emerging practitioner will learn to provide evidence for effective practice.

HESA 560 Capstone Course in Higher Education Student Affairs Leadership
(1 - 3 Cr.)
Students will work on a capstone project that integrates the knowledge and skills gained through the program by investigating a problem or extending the current state of knowledge, employing formal quantitative or qualitative methodology.

INED 502 Special Education Curriculum and Methods I
(3 Cr.)
This course provides an understanding of the processes, strategies and interpersonal dynamics involved in curricular development and improvement. It focuses on: analyzing and prescribing, modifying and delivering differentiated instruction in math, social studies, science and language arts for individuals with disabilities who receive instruction in general and/or specific education settings. This includes fundamentals of instruction and lesson planning in order to develop students' understanding of the key components within a lesson plan and how to address individual learning styles.

INED 504 Curriculum and Methods II
(3 Cr.)
This course includes the study of objectives, curriculum content, methodologies, and instructional materials appropriate for elementary, middle, and secondary students with severe needs in the area of exceptional education. This course emphasizes social skills, personal living skills, self-determination skills, community-based instruction, and universal design. Candidates will develop assessment, instruction, and management skills necessary to educate persons with severe developmental disabilities. Areas of focus include mobility, self-help, socialization, cognition, communication, and pre-vocational skills. The course includes further instructional techniques and lesson planning. This course develops students' understanding of the key components within a lesson plan and how to address individual learning styles.

INED 508 Individual Educational Assessment and Diagnosis
(3 Cr.)
This course focuses on formal and informal assessments used to evaluate students suspected of having disabilities. This course covers the administration, analysis and interpretation of individual and group assessment tools to evaluate all areas of disability. Emphasis is given to learning how best to use the information these tools offer while still being cognizant of their limits and potential abuse. Special emphasis is given to specific functional behavioral assessment strategies useful for diagnosing and teaching emotionally/behaviorally disturbed children and adolescents. Students will gain the technical prerequisites necessary to understand standardized assessments. The course requires students to critically analyze standardized tests, research alternative assessment measures, and practice administration, scoring and interpreting of a norm-referenced test in a written case study report.

INED 510 Inclusive Field Experience II
(1 Cr.)
This pre-student teaching Inclusive Field Experience, MC-EA, provides an opportunity for teacher candidates to explore the teaching profession in an actual classroom setting. Teacher candidates will observe and participate in a variety of classroom activities. They will complete hours at the assigned field site and deliver at least 3 instructional lessons related to the content in EMA 551. At least two of the three lessons must include students who are identified with special education needs. In the field experience, students also will complete literacy assignments related to the content in EMA 563 (Literacy). Corequisite: EMA 551.

INED 511 Early Literacy Development
(3 Cr.)
The content of this course is designed to acquaint special educators with the relationship between language and literacy development. Students will learn how to plan and provide instruction in the areas of reading, writing/spelling, listening, and speaking. Additionally, course participants will learn techniques for informal literacy assessment and effective instruction through literacy strategies in the areas of phonological awareness, accuracy/word recognition/phonics, fluency, vocabulary, and comprehension.

INED 512 Advanced Theory and Methods of Literacy Development
(3 Cr.)
The content of this course includes examination, discussion, and application of: teacher and student strategies for promotion of word identification, fluency, vocabulary development, comprehension, study skills, and written expression; selection and use of appropriate adolescent literature; formats for organizing classroom literacy instruction; and practice and procedures for assessing and monitoring literacy progress, and making instructional decisions and recommendations based on those assessments. The emphasis for students who enroll in this course will be literacy learning and instruction for children reading at a wide range of reading abilities, ranging from the upper elementary, middle, to high school levels.

INED 520 Field Experience III Special Education
(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 field hours at the assigned field site and will deliver at least three instructional lessons working within a special education program with students with individualized education plans.

INED 530 Behavior Interventions for Individuals with Disabilities
(2 Cr.)

The focus of the course will be behavior support strategies useful for preventing and reducing disciplinary problems, and inappropriate and aggressive/violent behaviors. Strategies introduced will include behavioral interventions based on behavior analytical principles, social skills training, and self-management strategies.

INED 532 Transition, Transition Services, Transition Planning
(1 Cr.)
This course focuses on collaboration and communication skills enabling teachers to work jointly with parents to plan, implement and evaluate programs for students with special needs. It also emphasizes transition planning in relation to laws and regulations. Students will understand the development of IEPs related to self-determination and transition. Students will understand that transition is a lifelong process. The course will focus on the following activities: 1) description of transition models, issues and best practices based on an interview with a current special education teacher focused on the transition process for students with special education and their families; 2) reflection on and explanation of issues related to the transition K-12 process in the classroom, school, home and community; 3) integration of the knowledge of resources that could be used with students/parents to develop the skills and knowledge that will assist them in the transition process; 4) application of the method of assisting students to self-advocate, with the support of parents and other professional during the transition process; 5) summarization of the special educator's role in the development of the individual IEP; 6) identifying, listing and constructing student information into well-written transition components of the annual IEP that integrates background information and assessment results.

INED 534 Autism, Communication Disorders and Assistive Technology
(2 Cr.)
This course provides an in-depth understanding of individuals who have the diagnosis of an Autism Spectrum Disorder (ASD). Characteristics of individuals with ASD are reviewed and discussed in the context of the student's unique educational needs and implications for inclusive educational practices. Components of successful inclusive programs will be reviewed. Students will become acquainted with ways to design and implement positive support strategies, communication, and accommodations for students with communication delays. In addition students will develop an understanding of language and literacy development, differences in language and literacy development for individuals with disorders and delays, and the importance of communication in the learning environment.

INED 536 Individual Education Plans
(1 Cr.)
This course provides an understanding of the current Individualized Education Plan legislation and processes. The course focuses on: developing legal and useful Individualized Education Plans (IEP) using the current state developed IEP forms and methods for implementing, monitoring and analyzing the plans.

INED 592 Student Teaching Middle Childhood-Early Adolescence
(3 - 10 Cr.)
This course provides teacher candidates opportunities to student teach in a 1-8 regular education setting and special education setting under supervision within the teacher candidate's targeted area(s) of certification. The course focuses on the practices and roles of the beginning classroom teacher in a diverse, global world. Student teaching consists of a 20-week placement in an inclusive setting or two 10-week placements: one in a regular education setting and one in a special education setting in a school setting(s) matching the teacher candidate's area of certification. Student teachers will follow the hours of operation and academic calendar of their school placement(s). A University supervisor assigned by the site coordinator will evaluate student teachers. Teacher candidates will demonstrate competency based on the InTASC Model Core Teaching Standards, Association for Childhood Education International-Elementary Education Standards (ACEI), and CEC domain areas. Prerequisite: INED 520 and Foundations of Reading Test. Corequisite: EMA 604.

MBA 500 Graduate Success Seminar
(3 Cr.)
This course provides a robust introduction to the MBA program at Cardinal Stritch University. Students in this graduate course are introduced to the MBA themes of: the global economy; the cross-cultural and ethical context in business; the business case for leading organizations that value people, planet and profit; and seeing and responding to the "big picture" in new, innovative, and adaptive ways. Course content will impart a greater appreciation for self-management, self-assessment, graduate-level research and writing, and overall preparation for success in the graduate MBA journey, career, and life. A deeper and more meaningful understanding of Franciscan values also is emphasized through teamwork, service, and reflection, to build adaptive leadership skills and raise corporate consciousness to balance people, planet and profit.

MBA 501 Leadership and Ethics

(3 Cr.)

The path to becoming an adaptive business leader begins with listening to yourself and others. What is the moral compass that will guide your leadership efforts? How will you align your actions with your values and sense of purpose? In this foundational leadership course, students will explore their worldview and how to communicate their perspective with others in their local and global organizations. Students will frame personal exploration within an understanding of leadership theory in the context of organizational behavior, technical versus adaptive change, and an investigation of effective leadership that incorporates social responsibility and civic engagement. At the end of this course, students will be challenged to become business leaders who understand the balance of people, planet and profit in service to a greater good.

MBA 502 Leading Self, Others and Systems II
(3 Cr.)

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

MBA 503 Common Body of Knowledge: Accounting and Finance
(2 Cr.)

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

MBA 504 Marketing Strategies
(2 Cr.)

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

MBA 505 Common Body of Knowledge: Statistics
(2 Cr.)

Basic Statistical methods will be discussed and practiced in this course. Topics include displaying and describing distributions, measures of center and spread, correlation and linear regressions, 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.

MBA 506 Advanced Managerial Accounting
(3 Cr.)

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

MBA 507 Global Economics
(3 Cr.)

This course blends the concepts and theories learned in undergraduate microeconomics with the tools of statistics to provide a more analytical understanding of current and future organizational goals. In their quest to maximize profits, managers must make choices subject to constraints and opportunities emanating from within the firm and from the external environment. This course helps managers ascertain what data inputs are needed, where to find them, and what to do with them in order to build a competitive business strategy Prerequisite: ADM 341 or MT 120 or equivalent.

MBA 508 Marketing Strategies
(3 Cr.)

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

MBA 509 Healthcare Economics
(3 Cr.)
This course studies basic health economic concepts as it applies to America's healthcare industry. The student will have a better understanding of health insurance and healthcare financing. Students will be exposed to the current transformation of U.S. healthcare and different models of healthcare around the world, incorporating various techniques for economic evaluation in healthcare.

MBA 510 Principles of Continuous Process Improvement and Quality Management
(3 Cr.)
This course will link the concepts of qualitative and quantitative business process management tools to reactive and proactive managerial actions. Included will be an analysis of the use of process tools in a global business environment across varying organizational cultures. In addition, the focus will be on how to properly communicate the output associated with continuous process improvements and quality management to senior-level leadership of organizations.

MBA 511 Strategic Management of Information Resources and Systems
(3 Cr.)
The increasing demand for information from businesses and consumers drives the economy and necessitates that future business leaders obtain the skills needed to develop and maintain a digital technology management network that supports the needs of the consumer and promotes the goals of the organization. This learning experience will enhance skills in strategic management of digital technology systems, maintaining data integrity and security through risk identification, risk management, and business continuity planning. It also will explore appropriate uses of data management, data mining, and data use for strategic and competitive advantage.

MBA 512 Planning, Hiring and Deploying a Strategic Workforce
(3 Cr.)
In planning, hiring, and deploying a strategic workforce, future business leaders will face the need to cultivate effective processes and workflows that foster the recruitment, development, and management of talent geared toward organizational success. This learning experience reinforces the importance of creating a culture of inclusion and transparency; aligning people, systems and structure with the mission, values, and strategic goals of the organization; and reinforcing those values and goals through appropriate compensation, rewards, and recognition.

MBA 513 Corporate Finance
(3 Cr.)
This course presents the fundamental financial concepts and principles necessary for the financial planning, control, and analysis of business organizations from a management perspective. Included as areas of concentration within this class are determinants of valuation, financial analysis and forecasting, capital investment decisions, capital cost and structure, the management of funding sources and working capital, and contemporary issues in financial management. Prerequisite: ADM 406 or BU 311 or equivalent.

MBA 514 Managerial Statistics
(3 Cr.)
The purpose of this course is to develop the students' understanding of the use of statistics and research methods for business applications. The focus is on the collections, analysis, interpretations and reporting of data for management decisions. Concepts covered include probability distributions and hypothesis testing, regression, and forecasting using Excel software. Prerequisite: ADM 321 or MT 120 or equivalent.

MBA 518 Business Analytics
(3 Cr.)
In this course, students will learn the quantitative techniques needed to process data into information. By using these quantitative techniques together with qualitative factors, students can develop and test solutions, and analyze the results in order to facilitate management decision making and problem solving. Prerequisite: MBA 514.

MBA 520 Principles of Organizational Financial Planning and Business Development
(3 Cr.)
Students will evaluate the global financial, economic, and competitive context for business strategies and operation and determine the influence of global laws, regulations, and organizations on financial planning and business development. During this course students will analyze the relationship among finance, economics, and marketing in organizational development.

Students also will assess the balance of organizational responsibility and social accountability. This course will help students develop strategies to create an organizational culture of strategic measurement and data-driven decision making.

MBA 521 Strategic Business Financial Management and Control I
(3 Cr.)
During this course students will assess the role of financial and managerial accounting in business management decisions. Students will also learn to evaluate quantitative analysis techniques that support informed business decision-making in a global business environment. Students will predict outcomes of business decisions based on research and data analysis and evaluate different sources of capital for business and strategies of organizational financing in a global and cross-cultural context.

MBA 522 Strategic Business Financial Management and Control II
(3 Cr.)
During this course students will continue applying their ability to assess the role of financial and managerial accounting in business decisions. Students will engage quantitative analysis techniques that support informed business decision-making in a global business context. Students also will learn to predict outcomes of business decisions based on research and data analysis and evaluate different sources of capital for business and strategies of organizational financing in a global and cross-cultural context.

MBA 525 Operations Management
(3 Cr.)
This course provides in introduction to the field of operations management from strategic and global perspectives. It covers the principles, concepts, and techniques of production/operations management as they relate to the entire company. It stresses the importance of achieving a strategic balance between the conflicting interests of individual corporation functions and demonstrates how to make decisions in the area of operations management.

MBA 526 Operations Management
(2 Cr.)
This course provides in introduction to the field of operations management from strategic and global perspectives. It covers the principles, concepts, and techniques of production/operations management as they relate to the entire company. It stresses the importance of achieving a strategic balance between the conflicting interests of individual corporation functions and demonstrates how to make decisions in the area of operations management.

MBA 530 A Systems Approach to Strategic Planning and Strategy Development
(3 Cr.)
The course will link the concepts of strategic planning and management to organizational leadership, and apply those concepts to the global marketing function and the supply chain. Strategic planning also is discussed as it relates to other valued operations of organizations. Critical elements will include definitions of value, stakeholder definition and integration, mission statement and organizational vision and values development. Additional work will surround sustainable tools for assessment and development of the internal and external environment. Strategy development, financial analysis and integration of strategic metrics will be assessed and developed. Finally, students will examine the dynamics of leadership and change management through strategic operations and choices.

MBA 531 Capstone I - Creating Strategic Response to Business Challenges and Opportunities I
(3 Cr.)
Students will select an organization (privately held or publicly traded, for-profit or not-for-profit) in which they have a special interest. The organization will be the basis of the Capstone Research Product, a paper intended to integrate what students have learned in prior courses and in the students' employment experiences.

MBA 532 Capstone II - Creating Strategic Response to Business Challenges and Opportunities II
(3 Cr.)
During the first capstone course, students selected an organization (privately held or publicly traded, for-profit or not-for-profit) in which they had a special interest. The organization is the basis of the Capstone Research Product, a paper intended to integrate what the students have learned in prior courses and in the students' employment experiences.

MBA 540 Internship
(1 Cr.)

This course provides MBA students with a forum for applying classroom theory to business reality. The internship experience is designed to facilitate this goal and to benefit both the students and organizations involved. The course is designed for full-time MBA students and must be taken after the completion of nine (9) credits in the program.

Graduate internships may include faculty-guided projects with private companies, nonprofit organizations, or government agencies. Course content may include the establishment of client relationships, identification of problems or strategic questions, research design, collection and analysis of secondary and primary data, business plan development, and quantitative and qualitative analyses.

In addition to their on-site duties, interns will keep a weekly journal reflecting on their experience and literature in the field, participate in online discussions, and complete a final portfolio presentation that includes written information about the internship experience and an oral presentation. Prerequisite: GPA 3.0 or higher; authorizations required from department chair/dean and Experiential Learning (ELCE)department; completion of ELCE workshop; internship site approval .

MBA 601 Human Resources
(3 Cr.)
In planning, hiring, and deploying a strategic workforce, future business leaders will face the need to cultivate effective processes and workflows that foster the recruitment, development, and management of talent geared toward organizational success. This learning experience reinforces the importance of creating a culture of inclusion and transparency; aligning people, systems and structure with the mission, values, and strategic goals of the organization; and reinforcing those values and goals through appropriate compensation, rewards, and recognition.

MBA 602 Organizational Development
(3 Cr.)
This course considers the evolution of theory and practice of organizational change and organization development (OD). It reviews the history and evolution of the field of organization development, with a focus on executing strategic change in groups of all sizes, from team-level group dynamics to large group interventions.

MBA 603 The Nonprofit Sector and the City
(3 Cr.)
This course covers an analysis of nonprofit sector operations and the impact they have on a city. Through case analysis and team projects, students will discover the vital role that nonprofits have on many facets of a city. Special attention is given to the analysis of real-world scenarios and how successes and failures can lead to best practices for professionals working within the nonprofit sector.

MBA 610 Healthcare Information Management
(3 Cr.)
Managing information is crucial to most organizations, but especially necessary when monitoring a healthcare organization's success in clinical effectiveness and financial performance. Delivery of healthcare information is complex; as a result the management of its information must be a priority in order to improve patient outcomes and the financial and strategic success of the organization. In this course, students will learn about strategies, applications, and ethics of health information management, as well as trends in technology and security of information.

MBA 611 Legal, Ethical and Regulatory Issues for Healthcare Administrators
(3 Cr.)
This course provides an overview of the U.S.A. legal system with a focus on healthcare providers as legal entities. It includes government regulations as they apply to healthcare services. Contemporary topics discussed are the legal and ethical obligations to provide services and care, medical malpractice, HIPAA privacy rules, Medicare and Medicaid, regulatory issues related to government payment programs, and third-party payer impact.

MBA 612 Managing Human Resources in Healthcare
(3 Cr.)
In this course, students learn about managing one of the most essential assets in a healthcare organization, its human resources. The course covers typical human resources functions such as recruitment, retention, benefits, workforce planning, performance management, and compensation, as well as issues, trends and challenges that affect the healthcare industry both today and in the future.

MBA 613 Foundations of Marketing Management for Health Care Providers

(3 Cr.)
This course explores the application of the marketing concept to healthcare service organizations and providers, particularly from the managerial perspective. It covers how production, distribution, pricing, and promotion are determined in a dynamic environment, in order to meet the objectives of the organization.

MBA 614 Consumer Behavior
(3 Cr.)
In a rapidly changing consumer-based business environment, businesses must understand how the consumer responds to their products and services to stay competitive. This course covers the internal and external influences that affect consumer behaviors and the consumer decision process. Outcomes of this course are based on the application of consumer behavior strategies to the development of marketing strategies through project work and business application. Prerequisite: MBA 508.

MBA 615 Global Marketing
(3 Cr.)
This course covers development and management of international marketing programs in a global environment. 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. Case studies and project work will be involved in the real-world application of these concepts. Prerequisite: MBA 508.

MBA 678 Capstone Research Project
(2 Cr.)
Students will select an organization (privately held or publicly traded, for-profit or not-for-profit) in which they have a special interest. The organization will be the basis of the Capstone Research Product, a paper intended to integrate what students have learned in prior courses and in the students' employment experiences.

MBA 679 Capstone Research Project
(3 Cr.)
Students will select an organization (privately held or publicly traded, for-profit or not-for-profit) in which they have a special interest. The organization will be the basis of the Capstone Research Product, a paper intended to integrate what students have learned in prior courses and in the students' employment experiences.

MGTL 500 Managing and Motivating Teams
(2 Cr.)
In this course, students learn about team dynamics and how to manage and motivate teams and team members. Students learn how interpersonal, management, and conflict resolution skills are beneficial to solving problems, making decisions, and completing projects.

MGTL 510 Ethical Issues and Social Responsibility
(2 Cr.)
In this course, students learn about the ethical and social responsibilities necessary for managing in today's environment. By examining ethical and social issues that they encounter as managers, students learn to identify common patterns of success and failure related to the ethical and social behaviors of organizations.

MGTL 520 Accounting and Finance for Non-Financial Managers
(3 Cr.)
In this course, students examine the language and concepts of accounting and finance so that, as non-financial managers, they can communicate more effectively with the fiscal personnel in an organization. Students study key accounting and financial principles in order to analyze and manage costs and profits. Budgets, as management planning and control tools, are also discussed.

MGTL 530 Statistical Analysis for Managers
(3 Cr.)
The emphasis in this course is on statistical and research methods as they apply to management problems and decisions. Students learn statistical tools and how to use and analyze appropriate data to promote quality effectiveness.

MGTL 540 Advanced Management and Leadership
(2 Cr.)

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

MGTL 560 Capstone: Strategic Management for Organizations
(3 Cr.)
Corporate and organizational leaders design strategic organizational management processes to deal effectively with change. Using case analysis, SWOT analysis and policy analysis and design, students will investigate how these processes promote ideal organizational positioning in a world of change. Based on the formulation of mission and vision statements, students will examine the impact of organizational culture and strategic planning and management to determine how these elements affect the achievement of the organization's strategic objectives. In addition, students will investigate a problem in the workplace and apply techniques and methodologies learned in previous course work to investigate possible solutions. The students will present their research, analysis, and recommendations in the form of a significant paper and oral defense. Prerequisite: Completion of all other coursework.

MT 501 Topics in Mathematics Content
(3 Cr.)
Mathematical topics of current interest are the focus of this class. Prerequisite: Departmental approval.

MT 522 Geometry
(3 Cr.)
This one-semester introduction to Euclidean and non-Euclidean geometries serves as an introduction to mathematical proof. Through an exploration of properties of plane geometry and Euclid's Postulates, students will develop skill in logical mathematical reasoning, and learn to develop good mathematical proofs. The importance of axiomatic reasoning is developed through experiences with some non-Euclidean geometries. While not a teaching methods course, practical ways to implement geometry into the middle/high school curriculum will be modeled through the use of dynamic geometry software. Also listed under MT 320. Prerequisite: Strong background in algebra (college algebra or equivalent) and departmental approval.

MT 540 Mathematical Modeling
(3 Cr.)
Mathematical modeling is a mathematical tool for solving real-world problems. In this course, students study a problem-solving process. They learn how to identify a problem, construct or select appropriate models, figure out what data needs to be collected, test the validity of a model, calculate solutions, and implement the model. Emphasis lies on model construction in order to promote student creativity and demonstrate the link between theoretical mathematics and real-world applications. Also listed under MT 410. Prerequisite: MT 211 or department approval.

MT 565 Data Analysis and Interpretation
(3 Cr.)
Exploratory data analysis is used to introduce basic concepts of descriptive and inferential statistics, and to foster the ability to reason statistically. Topics include summarizing and presenting categorical and quantitative data; descriptive statistics and graphical presentation of data; assessing statistical significance; probability and counting methods; sampling from populations; investigations of discrete and continuous probability distributions; hypergeometric, binomial, and normal probability distributions; point and interval estimation of population parameters; and hypothesis testing. While not a teaching methods course, practical ways to implement statistics into the middle/high school curriculum will be modeled using manipulatives, computer simulations and relevant computer software. Also listed under MT 365. Prerequisite: Strong background in algebra (college algebra or equivalent) and departmental approval.

MT 583 Discrete Mathematical Structures
(3 Cr.)
Topics include logical reasoning, truth tables, and Boolean algebra; modular arithmetic, mathematical induction, and properties of the integers; functions, relations, and equivalence relations; an introduction to proofs and proof writing; and an introduction to graph theory. Also listed under MT 315. Prerequisite: Strong skills in algebra (college algebra or equivalent) and departmental approval.

MT 591 Current Topics (Math Content)
(3 Cr.)

Topics of current interest in mathematics education will be covered in a practical, classroom-oriented format. Prerequisite: Departmental approval.

MUE 503 Methods for Early Childhood
(3 Cr.)
This course is designed to foster students' understanding of best practice methods of instruction in the early childhood classroom, the role of play during early childhood, and the influence of families and cultures. Specifically, this course explores an interdisciplinary approach to teaching math, science, social studies and writing. The assessment topics include developing developmentally appropriate lesson/unit plans that consider the learning needs of diverse learners.

MUE 512 Language, Literacy and Learning
(4 Cr.)
This course focuses on the relationship between language and literacy development. Students will learn how to plan and provide instruction in the areas of reading, writing, listening, and speaking. Additionally, course participants will learn how to assess student learning and how assessment practices should be modified for students who receive general education services as well as for those students who have been identified with special education needs and language differences. A variety of contexts to facilitate the development of language and literacy will be explored. Modifications of content for students with learning disabilities and for students with language differences to make progress in the general curriculum will be explored.

MUE 513 Field Experience Urban Education I
(2 Cr.)
In this field-based course, teacher candidates will work to establish a classroom community that is positive and conducive to learning for all participants. Designing and implementing effective lessons will be a key component of the course. Students will have an assigned mentor who will conduct weekly visits and support them as they work in their classrooms.

MUE 514 Literacy and Learning in the Upper Grade Levels
(4 Cr.)
This course includes examination, discussion, and application of teacher and student strategies for promotion of word identification, fluency, comprehension, study skills, and written expression; selection of appropriate literature, practice materials, and technology; formats for organizing classroom instruction; and procedures for assessing and monitoring learner progress. The emphasis for students who enroll in this course is literacy learning and instruction for pupils who are reading at an upper elementary or middle school level.

MUE 515 Building Classroom Communities
(2 - 3 Cr.)
This course explores the creation of a classroom community that meets the needs of all students, including learners with disabilities and learners with diverse backgrounds. This encompasses a history of special education and major legal requirements, including definitions and causes of disabilities. As the meaning of learning differences is examined, the influence of cultural and linguistic diversity within classroom communities is emphasized.

MUE 525 Supporting Individual Student Needs
(3 Cr.)
Teacher candidates will learn about classroom level strategies to support and enhance the learning and behavior of students with disabilities and other learning differences. This will include examination of the current environment in relationship to student needs and strategies for crisis intervention. The use of functional behavior assessment (FBA) to assess and interpret students' behaviors will be practiced.

MUE 531 Student Teaching in the Bilingual Classroom
(2 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. Focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Lab fee covers required background check.

MUE 533 Field Experience Urban Education II
(2 Cr.)
This course is designed to help prepare teacher candidates to build a community of learners while considering a wide range of academic, social, and emotional differences among K-12 students. Teacher candidates will continue to work with mentors in

their classrooms and reflect upon their ability to design and implement effective lesson plans while building strong relationships with students.

MUE 536 Foundations of Special Education and Specially Designed Instruction
(4 Cr.)
In this course, teacher candidates will (1) define and describe the 13 federal categories of disability that qualify for special education; (2) identify and apply classroom-level strategies to support and enhance the academic, social emotional and behavior of students with disabilities across the full continuum of placements; and (3) develop legal and useful Individualized Education Plans (IEP), Functional Behavior Assessment (FBA), and Behavior Intervention Planning (BIP) using the current state-developed forms and methods for implementing, monitoring, and analyzing the plans.

MUE 541 Cross Curricular Content Methods
(4 Cr.)
This is an integrated elementary content methods course focused on math, science, social studies, and fine arts. This course is designed to develop competencies in instructional methods for teacher candidates preparing to teach in various P-8 grade levels and content areas. Teacher candidates will be exposed to an integrated curriculum approach to teaching these four content areas.

MUE 543 Student Teaching
(2 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. Focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Lab fee covers required background check.

MUE 545 Social Emotional and Behavorial Interventions and Supports
(3 Cr.)
This course will focus on knowledge of school-wide structures and school-wide support for special educators in order to navigate academic and behavioral support systems in schools. Individual support/interventions also will be introduced as part of the larger systemic support framework. Teacher candidates will learn to apply this knowledge in transition planning as program considerations.

MUE 555 Collaborating with Families and Communities
(3 Cr.)
This course will focus on collaboration and communication skills necessary for special educators to work in partnership with parents, paraprofessionals, other school team members, and community agencies to plan, implement, and evaluate educational programs. Teacher candidates will learn to apply these skills in transition planning as program considerations for transition as a lifelong process. The concept of self-determination will be introduced and the importance of Self Advocacy for teachers and students will be discussed.

MUE 565 Formal and Informal Assessment
(3 Cr.)
In this course teacher candidates will learn the use and interpretation of both norm-referenced standardized tests and informal assessment strategies for varied purposes, including eligibility decisions and ongoing classroom assessment. Assessment in varied areas (e.g. academic, social, behavioral, environmental) is examined and legal requirements stressed.

MUE 590 History and Politics of Bilingual Education
(3 Cr.)
Students will reflect upon current teaching philosophy in relation to language acquisition and maintenance. Students will explore the history and theories of bilingual education as a method of instruction. This course examines the history behind current politics, policy and public attitude affecting bilingual education as well as the evolution of policy and practice in the United States. General public perception and attitudes and their effect on classroom practice are examined and discussed.

MUE 592 Applied Linguistics
(3 Cr.)
Students will be provided an introduction to the study of linguistics including its application to teaching in K-12 multicultural/bilingual classrooms. The course looks at first- and second-language acquisition, with a focus on the understanding of the application of linguistic principles as they apply to Language Learners in the context of the bilingual/bicultural classroom. Students will study the pragmatics of the classroom, phonetic orthography to represent

sounds, phonological analysis, morphophonological analysis as well as identify the structure of basic English and Spanish phrases, clauses, and sentences.

MUE 594 Culture, Language and Education
(3 Cr.)
Throughout this course students will examine theories and methods used in the bilingual/bicultural classroom and their application to content-area teaching as well as language acquisition. Students will discuss and implement the integration of culture and language in content-area teaching in both English and Spanish in order to facilitate learning. Students will develop an understanding of different program models and their effectiveness in the education of bilingual students. Candidates also will apply knowledge to implement the use of instructional materials and activities that are appropriate and effective for the education of bilingual students.

MUE 606 Introduction to Research
(2 Cr.)
Students will develop an action research plan, write an annotated bibliography that serves as the foundation for Chapter Two of the Action Research Master's Thesis, summarize a journal article, and prepare to implement their action research plans in the next course. This action research project will serve as the foundation for the master's thesis.

MUE 616 Case Study Research
(1 Cr.)
Action Research is an opportunity to engage in classroom action research. Action research is defined as working in an authentic educational context with an authentic task that is both implemented and evaluated. The purpose of this course is to refine students' problem-solving abilities while providing hands-on experience in classrooms and schools. It is a requirement for the completion of the Master of Arts degree.

MUE 620 Case Study Research
(2 Cr.)
Action Research is an opportunity to engage in classroom action research. Action research is defined as working in an authentic educational context with an authentic task that is both implemented and evaluated. The purpose of this course is to refine students' problem-solving abilities while providing hands-on experience in classrooms and schools. It is a requirement for the completion of the Master of Arts degree.

NRS 502 Theoretical and Philosophical Perspectives in Nursing
(3 Cr.)
This course will assist students to gain an understanding of philosophies, theories, and concepts relevant to the nursing profession. Students will examine and critique theories and philosophies that have influenced contemporary nursing and education. Students will explore philosophical and conceptual knowledge as it pertains to nursing, empirical, ethical, aesthetic and personal knowing, and advanced practice. Prerequisite: Graduate standing or consent of the College Dean/designee.

NRS 503 Advanced Health Assessment
(2 Cr.)
Building upon foundational health assessment education, principles of interviewing, data interpretation, diagnostic reasoning, advanced biopsychosocial, lifespan and environmental assessment skills are presented. Students will engage in discrimination and analysis of common abnormal assessment findings and the process of differential diagnosis development. System specific health promotion and disease prevention strategies will be examined. Prerequisite: Graduate standing or consent of the College Dean/designee.

NRS 504 Seminar in Contemporary Health Care
(3 Cr.)
The focus of this course is to examine and analyze current issues in health care. Access, quality and economic issues are evaluated in relationship to health care and health care delivery systems. Major stakeholders, including consumers, providers, payers, the government and regulators are considered. Federal, state and local policies and political structures are studied in relationship to nursing and health care. Ethical issues are explored within the context of current health care policy and decision making. Prerequisite: Graduate standing or consent of the College Dean/designee.

NRS 505 Advanced Pharmacology
(2 Cr.)

This course will focus on pharmacotherapeutics of broad categories of drugs used in the treatment of selected major health problems. Students will study the principles of pharmacogenomics, pharmacokinetics, and pharmacodynamics. Emphasis will be on patient education and decision making related to the safe and effective management of drug regimens. Prerequisite: Graduate standing or consent of the College Dean/designee.

NRS 509 Advanced Pathophysiology
(2 Cr.)
This course will promote a more in-depth understanding of pathophysiology, cellular physiology and genomic theory as they relate to disease management, interpretation and nursing care delivery. Research theory from various disciplines will be used to evaluate the inter-relational patterns associated with course-specific physiologic systems. Emphasis will be placed on the nurse's interprofessional role associated with collaboration and consultation. Prerequisite: Graduate standing or consent of the College Dean/designee.

NRS 511 Nurse as Leader
(3 Cr.)
This course focuses on nursing leadership and related leadership strategy models in the complex healthcare systems of the 21st century within a Franciscan perspective. Students will analyze the development of today's leaders through the investigation of leadership theories and models. Leadership and the effects of leadership on organizational change, work environment and educational initiatives will be analyzed on individual, group and system levels. Students will examine their personal leadership style, investigate student leadership, develop a plan for style growth and refinement, reflect on their personal and organizational core values and examine their leadership perspective as it relates to their organization. Prerequisite: Graduate standing.

NRS 512 Curriculum Development and Program Evaluation
(3 Cr.)
In this course, the student explores, analyzes, and evaluates the process of developing a curriculum using an evidence-based approach. The student will design the framework for a nursing curriculum. Combined with microteaching opportunities, the student will develop and refine program outcomes and a course within a curriculum framework. In addition, the student will identify learning opportunities for a course that are congruent with the course outcomes. The student will identify evaluation strategies that provide data regarding the learner's achievement of specific outcomes. Prerequisite: Graduate standing.

NRS 513 Evaluation in Nursing Education
(3 Cr.)
This course builds upon the theoretical components of NRS 512 Curriculum Development and Program Evaluation. The student will be introduced to evaluation models. Evaluation of programs and learners in a variety of settings will be addressed. Students will become familiar with different types of evaluation tools and be able to develop tools and tests that measure learning outcomes. Evaluation standards of various accrediting bodies will be discussed and applied to programs of instruction. Prerequisite: NRS 512.

NRS 519 Teaching and Learning Strategies
(2 Cr.)
This course will emphasize the application and evaluation of multiple technology tools related to instructional design. This course will assist the student in developing a pragmatic approach to the mechanics of providing learning opportunities and resources that are needed for instruction. The student will develop and implement a plan that identifies and differentiates teaching and learning activities appropriate to adult learners that fosters learning in the cognitive, affective and psychomotor domains. The student will design a variety of strategies to be used to facilitate learning for adults that is aimed at specific objectives. Prerequisite: Graduate standing.

NRS 520 Technology and Nursing Education Practicum
(3 Cr.)
This course is designed to assist the student with the development of the ability to use technology as an effective teaching method and modality. The students will select an emphasis area such as human simulation technology, e-learning, self-directed online learning, etc., that they wish to learn to use. Students also will select an educational arena -- staff development, formal education or client education -- in which they wish to develop their skill using technology for nursing education. They will practice using technology under the guidance of an expert preceptor for the majority of this experience. Prerequisite: NRS 519.

NRS 521 Principles of Project Management

(2 Cr.)

In this course, the student will be introduced to the fundamental concepts and tools for project management. Strategic project planning techniques and alignment of projects to the organizational and nursing strategic plans will be emphasized. The course highlights the primary steps used in planning, organizing, leading, and evaluating projects that improve outcomes and are sustainable. Use of data to support, measure and evaluate projects will be emphasized. Prerequisite: NRS 511.

NRS 522 Leadership in Nursing Practicum I
(2 Cr.)

In this practicum, the student will work with a selected nurse leader to identify an organizational project in a designated setting with the leader identified in NRS 521. The student will explore the organizational, environmental, economic, and personnel issues that influence the success of a project. The student will identify areas and competencies for leader development and gain practical knowledge and skills necessary to lead an organizational project. Prerequisite: NRS 521.

NRS 523 Introduction to Organizational and Systems Leadership
(3 Cr.)

Building on knowledge of leadership and systems theory, the student will learn to analyze an organization's readiness for change using a four frames perspective including: structural, political, human resource, and symbolic frames. The student will complete an organizational assessment and explore the impact of various leadership styles on group dynamics. Prerequisite: NRS 521.

NRS 524 Healthcare Systems Leadership
(3 Cr.)

In this course, students will examine contemporary leadership theories, frameworks and practices for leading change within the contexts of health professions and health policy. Transformational and adaptive leadership theories as well as characteristics of personal and professional leadership will be explored in relation to expectations for successful nursing leadership and performance in today's dynamic health care environments. Prerequisite: NRS 511, NRS 523.

NRS 525 Financial and Human Resources in Healthcare
(3 Cr.)

In this course students will learn about the business of healthcare through the processes and principles of strategic planning, budgeting, human resource development, staffing and managing healthcare delivery. Nurse manager specific accountabilities, processes and principles for leading the business of healthcare will be emphasized. Prerequisite: NRS 523, NRS 524.

NRS 526 Nursing Research
(3 Cr.)

This course provides the student with an overview of the nursing research process. Critical analysis, utilization, implementation, and communication of research will be discussed. Emphasis is placed on development of qualitative research processes and designs; however, quantitative research design also will discussed. The student will be prepared to read, interpret and critique the methodology and design techniques used in qualitative nursing research. To better understand this research process, student assignments can be explored from either a nursing education or nursing leadership perspective. Prerequisite: Graduate standing.

NRS 532 Data Analysis Applied to Research Design
(2 Cr.)

The essentials of quantitative inquiry will be examined as applied to nursing. Data analysis procedures and selected analysis methods are used to demonstrate different approaches to understanding statistics. Issues related to interpretation of quantitative findings will be discussed. The course prepares students to examine research for the quality of evidence provided. Prerequisite: NRS 526.

NRS 540 Practicum - Educational Setting
(3 Cr.)

Through working with experienced faculty preceptors in the setting of the student's choice (nursing education, staff development, or patient education), the student will plan, implement and evaluate a unit of instruction. Students will be active members of the instructional team in their focus area furthering their development as nurse educators. Prerequisite: NRS 512, NRS 513, NRS 519.

NRS 541 Leadership in Nursing Practicum II
(2 Cr.)

This practicum provides the student with an opportunity to work closely with a manager or administrator in a formal mentorship arrangement in a health care setting. The student has an opportunity to demonstrate management and leadership skills in a selected health care organization. The role of a leader is explored in the context of the changing health care environment. In addition, the student will lead an agency-designated project under the guidance of a nurse preceptor. The student will analyze the project based on AONE Nurse Leader competencies. This practicum builds on skills and experiences attained in NRS 522 Leadership in Nursing Practicum I. Prerequisite: NRS 523, NRS 524, NRS 525.

NRS 552 Evidence-based Nursing Project
(4 Cr.)
In this course, the graduate student will explore, synthesize and analyze current literature related to a question or issue in nursing education or nursing leadership. The final project is an integrative review of the literature with evidence tables on a student-selected topic. The work will be conducted under the guidance of an assigned academic reader. The student will develop and explore a research question, guided by a conceptual framework, and use published research in both nursing and related disciplines. The student will formulate and rate recommendations for nursing education or nursing leadership based on the strength of the evidence examined in the review. The final written paper will reflect an understanding of the research process through a review, critical appraisal, and analysis of the current evidence on the topic identified with recommendations for nursing education or nursing leadership. The course will culminate with a student presentation of the process used in data collection and analysis and the resultant recommendations and conclusions. Prerequisite: All nursing core and concentration courses.

PSY 500 Clinical Psychology Continuous Enrollment
(0 Cr.)
Registration in this course allows students to remain actively enrolled in the Clinical Psychology program when they are not registered for any other classes. This may be necessary in order to complete research or internship requirements after all other coursework is completed.

PSY 510 Forensic Issues
(1 Cr.)
This graduate-level seminar course is designed to provide knowledge and expertise regarding the interface of psychology and the law. It is a survey course that discusses topics and issues involving the clinical practice of forensic psychology pertaining to the assessment and treatment of individuals who interact with the legal system and the professional interface with: attorneys, the judicial justice system, administrative hearings, law enforcement, correctional personnel and the community.

PSY 511 Therapy Topics
(1 Cr.)
This graduate-level workshop series is designed to teach and provide experiential knowledge of particular therapy techniques and topics relating to clinical practice in the mental health field. Theory and research are examined and therapy exercises will be incorporated to illustrate practical uses for therapeutic counseling. Workshops will be offered on several different occasions each year, with each addressing a particular technique or theory. Multiple different workshops can be taken for credit as electives, up to the maximum allowed in the clinical psychology program. Workshop instructors will be experts in that practice area.

PSY 533 Research Methods and Statistics
(3 Cr.)
This course focuses on scientific methods used to study and understand behavior. Emphasis is placed on research design, execution, statistical analysis of data, and scientific reporting and publication. Ethical and legal issues are addressed.

PSY 536 Ethics, Professional Standards and Legal Issues
(3 Cr.)
This course focuses on the ethical, legal, and professional standards and principles that govern the practice of psychology. Topics include the ACA Code of Ethics, the APA Ethical Principles, practitioner roles and responsibilities, state regulations and credentialing, professional organizations and objectives, historical trends, and issues related to professional practice and delivery of services.

PSY 541 Psychopathology
(3 Cr.)
This course provides an overview of theoretical, practical and empirical information relevant to psychopathology and abnormal behavior, including primary and personality disorders, across the lifespan. Approaches to diagnosis and treatment,

with an emphasis on the current Diagnostic and Statistical Manual of Mental Disorders, and the role of cultural, social and developmental factors will be discussed.

PSY 542 Theories of Psychological Treatment
(3 Cr.)
This course familiarizes students with the predominant theories, principles, and techniques of counseling and psychotherapy. This course includes emphasis on bias embedded in theory, evidenced-based status and cultural diversity.

PSY 543 Foundations of Psychology
(3 Cr.)
This course focuses on the historical, philosophical, physiological, and experimental influences on the founding and development of psychology, with a specific emphasis on issues related to mental health treatment, including prevention, intervention, consultation, education, and advocacy, and networks that promote mental health and wellness. Major schools of thought and influential figures are discussed.

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

PSY 547 Theories and Techniques of Individual Psychotherapy and Counseling
(3 Cr.)
This course familiarizes students with the predominant modes of empirically-based behavioral treatments, moving from basic helping skills to advanced techniques. Emphasis is on obtaining an understanding of the underlying theories as well as learning psychotherapy/counseling process, skills, and intervention techniques. Issues related to treatment of diverse client populations also are discussed.

PSY 549 Assessment II
(3 Cr.)
This course focuses on broad assessment of the individual in diagnostic context. Topics included mental status testing, interviewing, report writing, diagnostic formulation, and treatment planning. Psychological testing techniques and knowledge from Assessment I are extended to non-cognitive tests, including the use of objective personality tests and symptom inventories. Prerequisite: PSY 545.

PSY 550 Substance Related Disorders
(3 Cr.)
This course focuses on the diagnosis, conceptualization, and treatment of substance-related disorders. There will be a primary focus on exploring how substance use and addiction processes develop and are maintained. Biological, cultural and behavioral theories related to these disorders will be explored, with an emphasis on using motivational interviewing techniques in therapy. Primary and relapse prevention strategies are addressed.

PSY 551 Multicultural Issues in Clinical Psychology
(3 Cr.)
This course emphasizes a comprehensive understanding of diverse cultures as related to clinical research and practice. Theory and research are examined to provide an understanding of the interplay among cultural stereotyping, oppression, and racism, and concepts of pathology and treatment. Culturally responsive clinical strategies, group identity, intergroup dynamics, cultural dimensions theory, acculturation, cultural competency and self-awareness, social justice, and societal changes are covered.

PSY 553 Internship
(1 - 9 Cr.)
Internship involves the completion of a supervised clinical experience. Each credit of Internship entails 100 hours of supervised practice experiences, including 40 hours of face-to-face client contact and one hour per week of individual or triadic supervision by a qualified on-site clinical supervisor. Students may register for multiple credits of Internship in a semester and may take internship credits each semester until program requirements are satisfied. Prerequisite: PSY 580.

PSY 554 Lifespan Development
(3 Cr.)
This course examines stages of human life over the life span, including biological, cognitive, psychosocial domains; the role of theory in relation to human development; and the impact of culture on various domains of human development. Normal and abnormal behavior, personality, family and individual patterns, learning, and wellness are covered.

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

PSY 557 Biological Bases of Behavior
(3 Cr.)
This course covers the biological underpinnings and development of human behavior and mentation from embryonic inception to end of life. Topics examined from this biodevelopmental approach include neural and neurological organization, psychopharmacology, genetic/cultural interactions, homeostasis, consciousness, temperament and personality, gender and sexuality, emotions and stress, learning and memory, language and cognition, and psychopathology.

PSY 570 Career Development
(3 Cr.)
This course reviews major career development theories and commonly used occupational and educational guidance resources (traditional and electronic). Readings and case studies are used to generate discussions to demonstrate competencies needed to engage and counsel, using a developmental model that spans elementary through college students, displaced workers, and a variety of diverse populations.

PSY 571 Couples and Family Counseling
(3 Cr.)
This course familiarizes students with the foundations, contextual dimensions, and clinical practice of counseling and psychotherapy with families and couples. Emphasis is on understanding the theory of family and couples counseling, the impact of environmental and multicultural systems on the therapy relationship, as well as conceptualizing and implementing treatment plans and intervention strategies with dysfunctional partners, couples, and families.

PSY 572 Crisis and Trauma Counseling
(3 Cr.)
This course focuses on crisis and trauma counseling, addressing the psychological, physiological, and neurobiological impact of trauma and crisis. An overview of skills and techniques for assessing and intervening in specific crisis or trauma situations, including suicide assessment and intervention, is presented.

PSY 573 Health Psychology
(3 Cr.)
This course will serve as an introduction to the principles, major topics, and contemporary research in health psychology from a broad biopsychosocial framework. Emphasis will be placed on nature of disease and the connection of behavioral, social, emotional, cognitive, and biological factors. Material covered has implications for students and society both now and in the future. As a result, students will be expected to think critically about the topics and how to apply topics to their lives as well as the social environment.

PSY 580 Practicum
(3 Cr.)
The clinical practicum provides students with their first clinical field experiences under the direction of licensed field supervisors. A wide variety of placement sites are available and group supervision is simultaneously provided by university faculty. Students learn to apply knowledge from previous coursework to real-world clinical situations and face-to-face client interactions. The practicum starts with clinical shadowing and gradually works to more autonomous levels of practice as the student progresses to the clinical internship class. Completion of this course entails a minimum of 100 hours of supervised practicum experience with at least 40 hours of face-to-face client contact, one hour per week of individual or triadic supervision and 90 minutes per week of group supervision.

PSY 590 Independent Study

(1 - 3 Cr.)
The course provides the student with individual reading and/or research under the guidance of a faculty member. Students will have the opportunity to pursue, in depth, topics of personal interest. Prerequisite: GPA of 3.0 in program, written consent of the instructor and written consent of the department chair.

PSY 595 Supervised Research
(1 Cr.)
This course will require students to conduct a comprehensive review of the research literature on a specific topic and write a graduate-level literature review paper. Students will demonstrate their ability to locate empirically-based research in the area being studied, demonstrate the ability to organize this scholarly information in a cohesive manner, and demonstrate the utility of the research being discussed in facilitating understanding of the primary research topic. Prerequisite: PSY 533; approval of department/instructor.

PSY 599 Thesis
(3 Cr.)
Students will design and implement an empirical study on a topic of their choosing. They will complete a written thesis manuscript (including Introduction, Methods, Results, and Discussion) and oral defense. Completion of the course will require receiving final approval from their thesis committee members and the program chair. Prerequisite: Approval of department/instructor.

RL 516 Supervision of PreK-12 Literacy Programs
(4 Cr.)
Guidelines are provided for supporting reading specialist candidates through the supervision and leadership of K-12 literacy programs in school systems. Students will focus on: determining district literacy needs, selecting sound instructional materials and practices, developing and leading staff development, and establishing accountability mechanisms to monitor a literacy program's effectiveness. Students will construct a professional development plan to prepare for their personal growth as future literacy professionals. This course includes a practicum experience in each student's school or district, where candidates engage in literacy leadership experiences under the supervision of a reading specialist and a University supervisor.

RL 560 Early Childhood Language, Literacy and Learning
(4 Cr.)
This course includes examination, discussion, and application of linguistic and learning differences as applied to the relationship among language, cognition, and literacy. As a part of this study, students will be introduced to topics in the fields related to the needs of beginning readers and writers including: 1) language and literacy development, 2) appropriate practices to meet the diverse language and literacy needs of young children, 3) assessment of language and literacy development.

RL 561 Disciplinary Language, Literacy and Learning in Content Areas
(4 Cr.)
This course focuses on the role of the reading teacher and the middle/secondary school teacher in developing high-level literacy skills within and across content areas. Students will learn strategies for teaching pupils how to use disciplinary-based literacies to understand and use information, specifically through reading and writing content-based texts. Students will practice a range of disciplinary literacy strategies with pupils in their school districts.

RL 564 Assessment and Instruction of Readers and Writers
(4 Cr.)
This course is designed to examine literacy assessments and instruction in phonological awareness, word recognition (sight words and phonics), and spelling/writing. As a part of this study students are introduced to topics in the field related to the developmental stages of word recognition for emergent readers through advanced readers. Additionally, this course is designed to examine informal and formal literacy assessments. Students are introduced to an Informal Reading Inventory (IRI) and two standardized (norm-referenced) assessments; in addition, students will be taught how to administer assessments, score them, interpret them, and make appropriate instructional recommendations based on the results. Research and theory will be examined and closely tied to classroom assessment and instruction.

RL 565 Comprehension Development in Readers and Writers
(4 Cr.)
This course focuses on the role of the upper elementary/middle/secondary school teacher in developing readers and writers who are becoming more advanced literacy learners. Students will learn about comprehension theory, research and

development, as well as specific strategies for comprehension instruction. Other topics explored in this course include the development and instruction of writing, as well as an exploration of children's and young adult literature.

RL 570 Literacy Assessment and Intervention Practicum
(2 - 4 Cr.)
This course provides a clinical experience for students to put all the tools and strategies they have learned into practice. Students will work with Learning to Read or a Reading to Learn struggling readers and writers, assessing their strengths, interests and needs, and planning and implementing appropriate instruction. Prerequisite: RL 560, RL 561, RL 563, RL 564 and RL 565.

RS 500 Developing a Pastoral Identity
(1 Cr.)
This course assists the beginning student in developing a pastoral identity. After acquiring a solid familiarity with the elements of the program, the graduate student will begin the process of identifying and integrating spiritual, personal, intellectual, and pastoral dimensions in conversation with fellow students, the Christian tradition, and the contemporary Church to develop that pastoral identity.

RS 501 Pastoral Project
(2 - 3 Cr.)
This is the final course to be taken as part of the requirement for the MAM/MALM degree (for ministry degree students admitted prior to Fall 2013) and for students in the MARS with Ministry Concentration program. The pastoral project has four parts: 1). Present a pastoral problem or concern, identifying it within its social/pastoral/theological context; 2). Offer a means of addressing the pastoral problem or concern, explaining how it does so; 3). Implement the suggested course of action; 4). Assess the effectiveness of the course of action, suggesting what next steps or further stages of implementation might be warranted.

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

RS 503 Religious Studies Internship
(1 - 3 Cr.)
This is a supervised internship in areas related to pastoral ministry. Utilizing the resources of theology, psychology, sociology and experience, the internship is designed to assist the student in gaining competency and greater self-awareness in a religious leadership role and to develop this competency under supervision.

RS 505 Jesus Christ – Mediator and Savior of the World
(3 Cr.)
Who was Jesus of Nazareth, and who is Jesus, the Risen Christ? What did Jesus know, and when did he know it? The "Son of Man/Mary/God" has been known by these and many other titles throughout Christianity's first two millennia. How shall we undertake the study of Christology in the current millennium? What pastoral implications (preaching, catechesis, pastoral care) can we draw from exploring course topics like: biblical understandings of the Messiah at the time of Jesus; Christ's "Paschal Mystery" as the heart of Christian faith and liturgy; the development of Christological formulas and creedal statements in the early centuries; medieval (and ongoing) interpretations of the redemptive/atoning death of Christ on the cross; and the salvation of humanity in the context of contemporary understandings of God's redemption of the entire cosmos ("new creation") in Christ?

RS 506 The Church – Living as the People of God
(3 Cr.)
This course explores the development of the Christian Church in all its expressions from the New Testament communities to the current era.

RS 508 Contemporary Catholicism
(3 Cr.)

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

RS 509 The Beginning of God's Plan for Salvation – The Old Testament
(3 Cr.)
This course is designed to familiarize students with the composition, structure, and history of the Old Testament along with the tools necessary to study it both critically and faithfully. Emphasis is placed on presenting contemporary biblical methods of interpretation and their application to texts of the Old Testament.

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

RS 511 God's Plan Revealed in the Person of Jesus Christ – The New Testament
(3 Cr.)
It can easily be argued that the work of pastoral ministry flows directly from the ministry, teaching, and salvific work that was accomplished by Jesus Christ and that is communicated to us through the Gospels and writings of the New Testament. This course will focus on what the revealed Word of God teaches about God's salvific plan, the person of Jesus, and how his message of the Kingdom of God is to be embodied in the life and ministry of the Church. Students will use the Gospels as the foundation and examine how the other writings clarify and expand upon that basic message. In addition, students will explore the many ways that this foundational text intersects and forms the pastoral activities that flow from various ministerial contexts.

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

RS 514 The Mission Ad Gentes – Seeking Unity, Promoting Peace
(3 Cr.)
In this course, the class will focus on the Roman Catholic church's approach to and practice in ecumenical dialogue by studying the Vatican II Decree on Ecumenism and subsequent encyclicals, and by examining recent agreements between the Roman Catholic communion and the Orthodox, Lutheran, Anglican, and Reformed communities.

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

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

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

RS 527 Christian Anthropology
(3 Cr.)

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

RS 528 The Franciscan Tradition: Model for a Modern Planet
(3 Cr.)
Francis of Assisi was a person who learned how to heal the divisions of his world: divisions between economic and social groups in society, between competing religions, and between humans and the rest of creation. He encouraged the men and women who followed him to do the same. Drawing on his life and example and the movements that imitated him, this course will address how Francis healed those divisions and will consider the Franciscan tradition as a model for today in creating a healthy and peaceful planet.

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

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

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

RS 545 Christian Spirituality: Living the Call to Holiness
(3 Cr.)
Christian Spirituality describes the rich and unique relationship of each Christian with God. While this relationship begins in baptism, it is expressed and lived in unique ways, often called "spiritualities." Just as the "gifts" of the Holy Spirit are many, so too are the spiritualities inspired by the Spirit (e.g., Monastic spirituality, Mendicant spirituality, Ignatian spirituality, Black spirituality, etc). This course introduces students to some of the major spiritualities in the Christian, and specifically Catholic, tradition, and especially their unique "practices." The course will ask students to practice different spiritual exercises as they seek to discover their own spirituality, as well as understand and respect the spiritualities of others.

RS 550 Living Virtue, Avoiding Vice – Living the Moral Life
(3 Cr.)
This course is an introduction to the biblical/theological foundations of morality in the Christian tradition.

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

RS 553 The Study of Systematic Theology
(4 Cr.)
This course orients students to the various aspects of theological studies and the way theology functions in the Christian community. Key topics such as God, human being, Christ, Spirit, church, faith and revelation, scripture and tradition, sin and evil, and worship are explored with an eye to how they are integrated into the entire discipline of theology. Contextual models

for doing theology are explored. The course aims at helping the student develop a framework in which to understand how one engages in critical theological reflection in light of human experience and ecclesial/ministerial life.

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

RS 555 Independent Study
(1 - 3 Cr.)
This is a guided study of a topic in religious studies chosen by the student with the approval and under the direction of a faculty member with competence in the selected area.

RS 556 Pastoral Theology
(2 Cr.)
This course examines the theological roots of ministry, both lay and ordained. It outlines ministry as a leadership function, explores significant issues which influence and impact ministry and reflects upon what it means to have a pastoral perspective in specific situations in the faith community and society. Students will focus on resources and choose assignments pertinent to their ministry areas.

RS 558 Ecclesiology
(2 Cr.)
This course will view the Christian Church in its historical manifestations from the apostolic period to the present. The goal will be to explore the authentic identity, values and practices that the People of God, under the guidance of the Holy Spirit, have assumed through the centuries. Questions to be posed: how does the Church meet the challenges of cultural and social diversity? To what extent can one arrive at an ecumenical understanding of the Church amid various Christian traditions that have arisen through the centuries? What are the implications of any conclusions about the Church for the pastoral life of the community?

RS 559 Worship and Sacrament
(2 Cr.)
This course is an historical, theological, and pastoral overview of the constitutive elements of Christian worship and sacrament (time, space, word, and ritual/symbolic act), with special attention to the basic principles of liturgical theology and practice. Emphasis will be placed on interpreting liturgical documents and ritual texts with a view to theological interpretation and pastoral practice. Prerequisite: A foundational course in systematic theology or department approval.

RS 562 Morality and Justice
(2 Cr.)
This course is an introduction to the biblical/theological foundations of morality in the Christian tradition. The first part of this course will introduce the students to fundamental moral theology by highlighting various methods and debates within the discipline. This will provide the foundation for the second part of the course which focuses on special moral theology, or how moral decisions are made when dealing with concrete issues. The second part of the course also will highlight areas of social justice and ethics in relation to the moral life.

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

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

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

RS 575 Franciscan Seminar Showing Compassion
(1 Cr.)
This course invites the student to explore the Franciscan value of "showing compassion." Together, students will examine short reading assignments and engage both within and beyond the classroom in activities specially chosen by the instructor. The practical and discussion-oriented format of the seminar integrates theological ideas with pastoral issues and ecumenical concerns, and provides community networking opportunities and effective resources for ministry.

RS 576 Franciscan Seminar Reverencing All Creation
(1 Cr.)
This course addresses the Franciscan value of "reverence for creation." The theology of the Franciscan tradition is foundational for the Catholic tradition in its understanding of humanity's relationship to and responsibility for the rest of creation. Students will explore the relevance of the tradition and its practices for pastoral leaders in today's church and world. The practical and discussion-oriented format of the seminar integrates theological ideas with pastoral issues and ecumenical concerns, and provides community networking opportunities and effective resources for ministry.

RS 577 Franciscan Seminar Creating a Caring Community
(1 Cr.)
This course addresses the Franciscan value of "creating a caring community" through servant leadership in the Franciscan tradition. The lives of St. Francis and St. Clare of Assisi provide the foundation from which the tradition has expressed its commitment to creating a caring community. The practical and discussion-oriented format of the seminar integrates ideas drawn from Franciscan theology and spirituality with opportunities for observing and modeling a caring community relevant to a variety of venues, e.g., parish, school, social justice organizations. Resources for creating a caring community are presented, along with the opportunity for practical experiences.

RS 578 Franciscan Seminar Peacemaking
(1 Cr.)
This course addresses the Franciscan value of "peacemaking" in the Franciscan tradition. The lives of St. Francis and St. Clare of Assisi provide the foundation from which the tradition expresses its commitment to creating a peaceful society. The practical and discussion-oriented format of the seminar integrates ideas drawn from Franciscan theology and spirituality with opportunities for observing and modeling ways to create peace in a variety of circumstances. Various venues -- including individuals, parishes, schools, social justice organizations -- offer opportunities for observation of best practices in peacemaking. Academic resources for creating a peaceful community will be made available to complement the opportunity for practical experience.

RS 580 Wisdom Literature and the Psalms
(2 Cr.)
This course introduces students to the Wisdom Literature and Psalms of the Old Testament/Hebrew Bible as products of their original historical and religious setting, as well as foundational documents for Judaism and Christianity. Using historical-critical and comparative methodologies, the various texts and their representative traditions are studied as interpretive responses to the life situations of Jews in the ancient world and normative forming texts of respective religions thereafter (Judaism and Christianity). While many faith communities understand these writings as a source of divine guidance, the primary focus of this course is the academic study of the text as it was intended for its original audience by the original author.

RS 581 Religion in American
(2 Cr.)
An introduction to the development of religion in America, the basic beliefs of its major religious traditions, their relationship to and impact upon, the social, economic and political life of the nation, and their relationship to American civil religion.

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

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

RS 584 The Franciscan Heritage and Intellectual Tradition
(2 Cr.)
Francis of Assisi was a person who learned how to heal the divisions of his world: divisions between economic and social groups in society, between competing religions, and between humans and the rest of creation. He encouraged the men and women who followed him to do the same. Drawing on his life and example and the movements that imitated him, this course will address how Francis healed those divisions and will consider the Franciscan tradition as a model for today in creating a healthy and peaceful planet.

RS 585 Christian Spirituality: Personal Growth and Development
(2 Cr.)
Our spirituality encompasses every aspect of our lives as individuals and as a human community. It is so woven into the fabric of our lives that spirituality is, in fact, inseparable from the life force within us. This course will explore definitions and understandings of spirituality through the Christian era in various Christian denominations. By analyzing the lives of certain believers of past ages, the course will also address the integrating potential that a balanced spirituality provides in the life of a believer.

RS 586 'Listen Carefully, But Do Not Understand!' The Message of the Old Testament Prophets
(2 Cr.)
This course introduces students to the message of the prophets of the Old Testament/Hebrew Bible as products of their original historical and religious setting, as well as foundational documents for Judaism and Christianity. Using historical-critical and comparative methodologies, the various texts and their representative traditions are studied as interpretive responses to the life situations of Israelites in the ancient world and normative forming texts of respective religions thereafter (Judaism and Christianity). While many faith communities understand these writings as a source of divine guidance, the primary focus of this course is the academic study of the text as it was intended for its original audience by the original author.

RS 587 Mystery of God
(2 Cr.)
This course is an exploration of the mystery of the triune God, the central teaching about the nature of the divine in Christian understanding. It will trace the historical development of the doctrine of the Trinity from its biblical roots to its contemporary resurgence, and investigate the implications of Trinitarian belief for liturgy, spirituality and lives of justice.

RS 588 Paul: Windows on His Thoughts and His World
(2 Cr.)
This course examines the person, the writings, and the thought of Paul of Tarsus who, after Jesus of Nazareth, is perhaps the most influential figure in the formation of the early Christian community. Beginning with Paul's story and his world, the course will employ contemporary biblical methods of interpretation as it examines his letters and studies his thought as it is expressed in those letters. These insights will then be brought to bear on the role of Paul's thinking in contemporary Christian theological thought.

SED 577 Cross-Categorical Student Teaching: Middle Childhood-Early Adolescent
(4 Cr.)
Teacher candidates student teach full days for a full semester (18-20 weeks), or as assigned, in P-12 settings under supervision within the candidate's targeted area(s) of certification. Focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: Departmental approval.

SED 740 Leading Diverse Educational Systems: Rethinking the Boundaries of School
(3 Cr.)
This is a process course, where students will use an equity lens to examine, analyze, and apply effective leadership, administration and advocacy of Pupil Services and Special Education PK-12+ programs. This includes: resource/fiscal management, service delivery models, staffing, and non-traditional school programming. Students will analyze systematic predictors of the effects of different programming options and why sub-groups of students may be overrepresented in certain types of programs. Corequisite: For licensure students only: this course must be taken concurrently with SED 741.

SED 741 Special Education Leadership Practicum 1

(1 Cr.)
This practicum course is designed to give candidates an opportunity to work within the field of special education leadership at the higher education or PK-12+ level. The practicum consists of educational leadership (administrative-like) or special education faculty (research, service and teacher education) experiences that supplement and give meaning to the coursework in the Special Education Leadership (licensure and Ph.D.) programs. The practicum is an application course. Candidates will be required to develop individualized projects and experiences with university supervisors in order to gain experiences in each of the of Wisconsin Department of Public Instruction's Administrative (WI DPI) Special Education and Pupil Services Content Standards and the Council of Exceptional Children (CEC) Advanced Preparation Standards. Corequisite: For licensure students only, this course must be taken concurrently with SED 741.

SED 795 Legal and Political Analysis of Special Education
(4 Cr.)
The content of this course includes a research-based critical examination of the historical foundations of Special Education litigation/case law and legislation and its application into policy.

SED 796 Instructional Leadership: Advanced Methods in Meeting the Needs of Diverse Learners
(3 Cr.)
The content of this course includes critical and research-based examination, discussion, and application of the methods in special education to effectively meet the needs of all learners (i.e. Response to Intervention, service delivery models, and various interventions and instructional models including Universal Design for Learning). Connections to various stakeholders including parents and community agencies will be explored through the use of single-subject design, meta-analysis and qualitative research synthesis. Specifically, students will:
a.   Examine evidence-based instructional practices in a particular focus area in special education, pupil services, and/or special education teacher education.
b.   Critically analyze the research basis of methods used to meet the needs of diverse learners. Corequisite: SED 797.

SED 797 Special Education Leadership Practicum 2
(1 Cr.)
This practicum course is designed to give candidates continued opportunities to work within the field of special education leadership at the higher education or K-12 level. The practicum consists of educational leadership (administrative-like) or special education faculty (research and teacher education) experiences that supplement and give meaning to the coursework in the Special Education Leadership Licensure and Ph.D. programs. The practicum is a FIELD ONLY course. Candidates will be required to develop individualized projects and experiences with university supervisors in order to gain experiences in each of the of Wisconsin Department of Public Instruction's Administrative (WI DPI) with Special Education and Pupil Services Content Standards and the Council of Exceptional Children (CEC) Advanced Preparation Standards. There is no specific instruction in this course. Content instruction occurs within SED 795 and SED 796. Corequisite: SED 796.

SED 798 Special Education Leadership Portfolio
(1 Cr.)
This one-credit, end-of-program portfolio course is designed for students to complete their Special Education Leadership portfolio INDEPENDENTLY on LiveText as evidence of meeting all program and licensure requirements, showing alignment to program SELS (standards). Students will complete and submit their end-of-program portfolio independently with facilitation of university faculty.

SPN 510 Fundamentals of Interpretation and Translation
(3 Cr.)
This course addresses the key theoretical approaches that inform Translation and Interpretation (TandI) Studies. These include the basic theoretical principles of both interpretation and translation and the metalanguage around translation and interpreting studies. Students will learn to appreciate the diversity and interdisciplinarity of these related fields and how they have been practiced by studying their history and development. Developing a critical apparatus to question and speak professionally about interpretation and translation is a fundamental aspect of this course. Focus will be on the emergence and development of translation and interpretation studies as an academic discipline, and link them to the linguistic, cultural, social and other contextual factors. Prerequisite: A score of 600 or higher on the WebCAPE exam or departmental approval.

SPN 520 Oral and Written Skills for Interpreters and Translators
(3 Cr.)
This course will focus on the development of oral and written skills to enhance students' abilities to express themselves accurately and confidently through various platforms and contexts. Knowledge of Spanish morphology, syntax, and writing

style will be advanced through the review of grammar, reading of original texts and extensive writing projects. In this course, students also will learn to recognize the role of culture in communication. Cultural differences and various language nuances specific to Spanish-speaking countries and the United States will be studied to help students produce accurate interpretation and translation work. Prerequisite: A score of 600 or higher on the WebCAPE exam or departmental approval.

SPN 530 Theory and Practice of Translation
(3 Cr.)
This course is designed to enhance the understanding of translation theory, methods and skills. Solving problem techniques, questions of linguistic register, cultural and ethical concerns will be addressed through an intensive hands-on experience that requires learners to work with texts from various areas of professional specialization. Students also will receive guidance in the use of resources, strategies to approach translation projects and ways to develop editing techniques essential to the translation process. Prerequisite: A score of 600 or higher on the WebCAPE exam or departmental approval.

SPN 540 Interpreting Practicum
(3 Cr.)
The Interpreting Practicum is a work-integrated learning experience aimed at helping students gain real-world experiences in interpreting in the field. By working with and alongside professional interpreters and with professionals who frequently work with interpreters and translators, students will develop useful skills and a better understanding of ways in which theory relates to practice. Employers participating in the practicum also may become a useful recruitment resource for graduates of the program.

In an Interpreting Practicum, students will undertake a project defined by a partner or community organization with the approval of the professor and the Director of the Interpreting Program. Placement may be an affiliated arrangement where a consultancy or research project is carried out in association with a company such as a Language Service Provider, although physical location at the company is not required. Community organizations may be from a diverse range of industries, including non-profit organizations and the private sector. Students will communicate the project findings in the format specified by the partner organization, such as a consultation paper, report, commentary, manual, submission or speech. The partner organization will provide field supervision, and the faculty will provide academic supervision. The faculty member will work with the practicum organizations and students to set up specific goals and student learning outcomes that will be linked to assessment. The professor, program director and student will work together to secure an appropriate practicum placement. During the semester before the beginning of the actual practicum, students must notify the director of their intention to register for the Interpreting practicum and seek approval prior to the beginning of the semester. Prerequisite: Departmental approval.

SRB 500 Sport and Recreation Historical Influence
(3 Cr.)
This course is designed to provide students with an overview of social issues, both past and present, involved in sport. Topics include gender, race, ethnicity, age, religion, ethics, media, and politics.

SRB 510 Sport and Recreation Financial Aspects
(3 Cr.)
This course will provide an understanding of the financial aspects of sport and the impact on the collective sport industry and properties inclusive of professional, intercollegiate, non-profit sectors, and governing bodies. Topics include budgets, profit and loss statements, private and public funding, principle sources of revenue, tax incentives, the procurement process, and economic impact analysis.

SRB 520 Legal and Ethical Aspects of Sport and Recreation
(3 Cr.)
This course provides an understanding of basic legal and regulatory concepts as they apply to the sport setting. As a practical matter, the course will aid students in recognizing how these legal and regulatory concepts are applied in the administration and management of sport programs, governing bodies, facilities, and personnel.

SRB 530 Facilities Management in Sport and Recreation
(3 Cr.)
This course is designed to provide students with knowledge of planning, designing, managing, and operating various types of sport facilities. Financial, legal, risk management, and safety issues relevant to operating such facilities will be explored. Additionally, students will engage in numerous site visits to apply classroom theory and ideas.

SRB 540 Marketing and Public Relations in Sport and Recreation
(3 Cr.)
This course is designed to provide an overview of the fundamentals of marketing in sport and students will learn the various ways in which marketing permeates sport. Topics include advertising, promotions, pricing, sponsorships, market segmentations, and the role of research. Students will create a marketing plan for a business to showcase their professional presentation and communication skills.

SRB 550 Capstone
(3 Cr.)
This course serves as the culmination of the sport management graduate program. Students will apply classroom theory and ideas to the development, implementation, written summary, and presentation of an individualized issue exploration topic of choice.

SSM 506 Sport Contemporary Issues
(3 Cr.)
The purpose of this course is to create an awareness and understanding of the issues in today's sport industry while also providing various perspectives and developing possible solutions.

SSM 510 Sport Organizations
(3 Cr.)
The purpose of this course is to demonstrate to the prospective sport manager the importance of a basic understanding of administrative theory and practice. Students will learn about sport managers' positions and the environment in which they must perform in organizational structures.

SSM 520 Sport Leadership
(3 Cr.)
This course is designed to provide students with an introduction to leadership within the sport industry. Emphasis will be placed on principles and techniques with regard to personnel, programs, and special events. Additionally, students will establish a personal theory of leadership.

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

SSM 550 Sport Management Field Experience
(3 Cr.)
This course is designed to provide students with practical experience through a sport management internship. In a professional setting, students will observe and assist sport management professionals as well as apply classroom theory and ideas.

ADMINISTRATION AND FACULTY INFORMATION

Leadership and Governance

Faculty/Staff Directory

Offices and Services