



CARDINAL  
STRITCH  
UNIVERSITY

# Undergraduate Catalog 2022-2023



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# PREFACE

As the official academic catalog of Cardinal Stritch University, this publication lists all courses and programs in the undergraduate curriculum, graduation requirements, and academic and financial policies in effect as of the beginning of the fall term, 2022. 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 students' responsibility to familiarize themselves with these policies and to seek further clarity and assistance from the appropriate University department, where necessary. See the University's Web site, [www.stritch.edu](http://www.stritch.edu), for additional information.

The Academic Calendar and the Exam Schedule can be found online on the University's website 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](http://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 Alliance of Concurrent Enrollment Programs  
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, showing compassion, reverencing all creation and making peace 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, showing compassion, reverencing all creation and making peace. 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 of the Milwaukee 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 75<sup>th</sup> anniversary with events, exhibits, performances, and volunteer activities highlighting the University's history and legacy.

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

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.

In 2022, the structure was modified to the College of Arts and Sciences, the Kellner College of Education, Literacy and Leadership and the Ruth S. Coleman College of Nursing and Health Sciences. A School of Business was created that is housed in the College of Arts and Sciences.

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

## **STUDENT BODY**



The diverse student body at Stritch includes recent high school graduates, college transfer students, working professionals, veterans of the armed services, retired persons, and returning adult students. The University's total full- and part-time enrollment of nearly 2,000 students includes about 300 students living on campus, as well as those who commute and those who take courses 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. Nearly all of the full-time faculty members hold terminal degrees in their fields, most of these doctorates. A number of faculty members have established national reputations for their professional achievements and creative talents. Unlike larger institutions of higher education, Cardinal Stritch University does not employ graduate assistants as instructors so students benefit from direct access to faculty members in all of their classes.

## **LOCATION OF THE CAMPUS**

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

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

# ADMISSION TO UNDERGRADUATE PROGRAMS

## GENERAL ADMISSION INFORMATION

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

Admission decisions are made on a rolling basis, but early application is recommended. Programs in education, nursing, business, and evening/online programs in the College of Arts and Sciences may have additional admission criteria. (Please refer to the specific program section in this catalog for more details). Upon receipt of all necessary documentation, the application will be evaluated and the Office of Undergraduate Admissions will formally notify individuals of their admission status. Notification is generally received within one week of completion of the application. The print date of official transcripts must not exceed one year from the date of application.

## APPLICATION FOR ADMISSION

### Freshmen Students

A freshman student is one who has a high school diploma or its equivalency and has attempted 11 college credits or less after the completion of high school or GED. Cardinal Stritch University adheres to a holistic admission review policy that emphasizes an applicants' knowledge, skills and abilities that meets the rigors of an undergraduate academic program of study.

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

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

\*Cardinal Stritch University offers undergraduate applicants the option to submit an official ACT/SAT score to be considered for admission to the university. Non-submission of an ACT/SAT score will not disadvantage the applicant in the holistic admissions process. Applicants are not required to disclose if they have or have not taken the ACT/SAT or to state why they have selected to apply as test-optional. Submission of official ACT/SAT sub scores may be used as the placement tool for English and math. High School GPA may be used to inform placement into study strategies courses if applicable. Cardinal Stritch University may consider students' superscore for the ACT or SAT for admission, scholarship and placement. A superscore will be determined by taking the highest subscore from each test.

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

Applicants are encouraged to include other materials that highlight an applicant's academic achievements, volunteer work, extracurriculars, employment, hardship, letters of recommendation, additional essays and materials that demonstrate their relationship with the University's Franciscan Values.

### Residence Hall Requirement

Stritch has a residency requirement for traditional students requiring all first-time, full-time new students and transfer students who have been out of high school for less than a year to live in Clare Residence Hall for their first year of enrollment.

Students who are 21 or older by August 1<sup>st</sup> of the enrolling year, who are married, who have a dependent, are veterans, or live with their parents or legal guardians within 30 miles of campus, are exempted from this policy. Students enrolled in one of Stritch's evening business and management programs, evening nursing and health sciences programs, graduate degree programs or online programs are also exempted from this policy.

If you have questions about this policy or for more information, please contact your admission counselor.

## **Transfer Students**

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

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

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

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

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

## **Re-Entry Students and Catalog Year**

A re-entry student is one who has previously attended Cardinal Stritch University and is seeking re-admission to the University after being out of class for six months or more.

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

- Complete the application for admission online at [www.stritch.edu/apply](http://www.stritch.edu/apply).
- Submit official transcripts from all institutions attended since leaving the University. Due to the University requirement that all transcripts from prior institutions be on file for all active students, all official transcripts may need to be resubmitted. Resubmitted official transcripts must have a print date not to exceed one year from the date of application.
- Submit official documentation for admission to specific programs/majors, if required.
- Submit additional information, upon request.

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

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

A student wishing to appeal the re-entry policy must appeal in writing. The student should submit an appeal letter to the academic advisor who will forward the student's written request and a completed Appeal to Re-enter under Previous Catalog Year form to the appropriate program chair and College Dean. The College Dean, in consultation with the program chair and/or Associate Dean, shall include the rationale for the recommendation and the impact on the student.

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

## Home-Schooled Students

Cardinal Stritch University welcomes applications from home-schooled students. The same criteria to evaluate students from traditional high schools is used for home-schooled applicants, however, we also recognize that a home schooler's academic background is unique to each student. If you are a student who has been home schooled at any point during your high school years, the traditional application process should be followed. Additional supporting materials and an on-campus interview with a Stritch admission representative are encouraged.

## International Students

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

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

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

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

- TOEFL (Test of English as a Foreign Language) score of 79.
- IELTS (International English Language Testing System) score of 6.5.
- 24 credits of successful U.S. academic coursework with a 3.0 GPA or higher. Additional documentation will be requested if below a 3.0 GPA. (ESL courses not applicable).
- WESLI (Wisconsin English as a Second Language Institute) 700 level course completion.
- BIR (Business Industrial Resources) University test preparation certificate completion.

## Non-Degree Seeking Students/Special Students

Individuals registering on a full- or part-time basis for courses without the intention of receiving a degree are classified as non-degree students. All non-degree seeking students/special students are required to complete an application form prior to each semester of enrollment. High school students may enroll as a non-degree seeking student in a course for audit or for credit after securing the appropriate approvals. Non-degree students who desire to submit an application for acceptance into a degree program must follow the regular application procedures for degree students. At the time of such application, credits earned as a non-degree student will be reviewed and the student apprised of how the credits can be used in meeting degree requirements.

## Traditional Calendar Degree Programs or Courses

Prospective applicants are encouraged to check with their enrollment representative in enrollment services on the availability of desired courses prior to completing the application. A course schedule and catalog may be obtained online at [www.stritch.edu](http://www.stritch.edu). The institution reserves the right to remove a non-degree seeking student from a course if a waitlist exists for that course and a degree-seeking student needs the course for successful degree progression.

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

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

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

## Evening/Online Degree Programs or Courses

Students wanting to take courses as a non-degree student should contact an enrollment representative in enrollment services. Students in evening/online business programs may take up to 12 total credits as a non-degree seeking student.

## TYPES OF ADMISSION

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

1. **Full admission** is granted to applicants who submit all required official admission documentation and meet minimum standards for admission.
2. **Conditional/Probationary admission** is granted to applicants who submit all required official admission documentation but do not meet all minimum standards for full admission to the University. Probationary admission will be granted on a case-by-case basis and may include a period of academic probation. Failure to meet academic probation criteria associated with a probationary admission could result in dismissal from the University.
3. **Provisional admission** is reserved for students who are currently enrolled in classes at another college or university. Students in this situation may submit unofficial transcripts obtained from the Registrar at the institution in which they are currently enrolled. These applicants must meet minimum standards for admission. A provisional admission status will not be removed until an applicant provides all official admission documentation, and a final application review is conducted, resulting in the appropriate final admission decision. If students are not currently enrolled in classes at another institution, they must submit final/official current (less than one year old) transcripts from all previous institutions before an admission decision can be made.

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

Upon acceptance to the University, applicants must submit a \$100 tuition deposit. Fall semester deposits received after May 1<sup>st</sup> are not refundable. Spring and summer semester deposits are refundable up until 10 business days before the first day of classes.

## UNDISCLOSED TRANSCRIPT POLICY

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

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

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

- **Admitted and Enrolled:** Applicants who have been admitted to the University and are enrolled in courses will be considered in violation of the University's academic integrity policies and referred to the Office of Academic Affairs for review and possible dismissal. If the student is allowed to remain enrolled at the University, credits appearing on previously undisclosed transcripts will not be considered for transfer.

### **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 business 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).

# ORIENTATION, ADVISING AND REGISTRATION

## NEW STUDENT ORIENTATION

The University hosts a mandatory orientation program for all incoming students. New Student Orientation (NSO) is an interactive program for all first-year undergraduate students. The program serves to provide a unique opportunity for newly admitted students to become familiar with university resources, policies and procedures facilitating their academic and personal success. In addition, students will explore the mission of Stritch's Catholic Franciscan identity and the vision of its founders, the Sisters of St. Francis of Assisi. This is accomplished through lectures, activities, programs and social events that will allow students to connect with their peers, and meet with campus faculty, staff and administrators.

Stritch also offers unique, specialized orientation programs for our transfer students and adult students. While the purpose of these programs is similar to the NSO, they are uniquely designed to help students adjust to a new academic learning environment. Although mandatory, these programs are shorter and tailored to the different needs of these students.

Whether transferring from a different institution, returning to school after a break, or starting college for the first time, students will receive key information at their respective orientation program and will be provided with the tools to be a successful Stritch student.

## ADVISING AND REGISTRATION

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

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

### Registration by Degree Program

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

Students enrolled in evening/online programs in the Ruth S. Coleman College of Nursing and Health Sciences or adult evening/online programs in the College of Arts and Sciences are not required to meet with an academic advisor prior to registration each semester. However, all registration changes are provisional until approved by an academic advisor.

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

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

During the first week of semester-long classes, students may adjust their schedules (add and drop classes) online through My.Stritch. Students in evening/online programs (6-week or 12-week long courses) may adjust their registration for a course prior to the start of the course. Once the drop/add period has passed, students must see their academic advisor to withdraw from a course.

### Traditional Program Students Enrolling in Accelerated (6, 8, or 12 Week) Courses

Any student is permitted to take accelerated College of Arts and Sciences courses offered in the summer.

During the fall and spring terms, courses that are offered in 6-, 8-, or 12-week versions (whether online or face-to-face) are reserved for students in the programs that those courses are intended for (completion programs in the Ruth S. Coleman

College of Nursing and Health Sciences and evening/online business programs in the College of Arts and Sciences). Students who are enrolled in traditional semester programs are restricted to College of Arts and Sciences courses that are offered in the semester-long format.

Students in traditional programs should work carefully with their advisors to take their required courses, including those courses in the Liberal Arts Core Curriculum, as early as possible so as to avoid conflicts that may arise as they near graduation and are engaged with clinical placements, internships, etc.

In the case of an unanticipated and unavoidable course conflict (multiple required courses offered at overlapping times and no opportunity to take courses at a later time), a student should work with their Academic Advisor to prepare a request for an exception to the above policy. A form has been created to facilitate and standardize these requests and is available from the student's Academic Advisor.

### **Priority Registration**

A student is granted priority registration due to a number of circumstances. Priority registration allows a student to register for classes at least one time ahead of their peers who have the same amount of credits earned and in progress. Students who are part of an athletic team will be granted priority registration due to practice and game schedules. Students who are pursuing the Honors program will be granted priority registration due to the Honors course requirements in the course schedule. Students with active military or veteran's status will be granted priority registration due to continued service requirements. The registration date and time information is shown on the student's Course Needs (Advising Worksheet) which the student can access on My.Stritch.



# TUITION, FEES AND FINANCIAL AID

## TUITION, FEES AND REFUNDS

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

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

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

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

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

## FINANCIAL AID APPLICATION PROCEDURE

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

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

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

If a student is selected for verification, due to federal verification requirements, a signed IRS tax transcript from the student and/or parent, a signed copy of the student's and/or parents' federal income tax form, and/or other pertinent financial records may be needed to complete the financial aid application process. The Financial Aid Office will request the required documents on an individual basis, as needed. Students can check what documents the Financial Aid office needs by logging onto their online aid service page at [www.stritch.edu/onlineaid](http://www.stritch.edu/onlineaid). This page has the same log-in information as Wolfmail.

The Financial Aid Office attempts to provide financial aid awards to make a Stritch education as affordable as possible for the student/family. Gift aid is awarded to the fullest extent possible based on the individual student's financial aid eligibility and/or academic achievement. Student loans and student employment are also awarded to provide students with the

maximum financial assistance. While students may be eligible to borrow and/or to work, they may decline fully or accept lesser amounts of these types of assistance. In addition, Cardinal Stritch University participates in many other federal and state financial aid programs.

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

## **FINANCIAL AID ATTENDANCE POLICIES**

### **Institutional Holidays, Designated Breaks and Scheduled Breaks**

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

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

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

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

### **Quantitative Standards**

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

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

Examples:

Degree	Published Program Length (Credits)	150% Credit Limit
Associate	70	105
Bachelor's	120/128	180/192

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

#### **Minimum Rate of Successful Course Completion**

Students must earn at least 67% of the credits that they attempt. Satisfactory academic progress is checked at the end of each payment period for non-term programs, and the end of every semester (including the Summer term for those enrolled in it) for standard term programs. Credits transferred to the University shall be included in the calculation of attempted and

completed credits. Courses in which a student receives an incomplete will be counted as attempted but not as earned credits. Once an incomplete is resolved, a student can notify the Financial Aid Office to have their rate of completion reevaluated. Grades of “W”, “WU”, and “WF” will be treated as attempted and not earned. Courses that are repeated will be treated as attempted, but only will count as earned credits once. A student can repeat a course that they receive an “F” grade (fail) in, and receive aid, as many times as it takes to pass the course. A student can repeat a course that they received a “passing” grade in, and receive aid, only once. Developmental (remedial) coursework will be counted as attempted and earned as long as a minimum grade of “C” or better is achieved. Courses taken as audit are not counted as attempted or earned credits.

Examples:

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

## Qualitative Standards

### Minimum Grade Point Average

Students must maintain an acceptable cumulative grade point average (GPA) throughout the duration of their programs. For undergraduates, the minimum cumulative GPA shall be 2.0. 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”/”P” (Satisfactory/Pass), “DV” (Developmental Credit), “I” (Incomplete), and “AU” (Audit) are received. Please note, while a grade of “W” or “WU” are not included in the GPA computation, a grade of “WF” (Failing Unofficial Withdrawal) is.

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

Students taking “DV” (Developmental/Remedial credits) must receive a “C” grade or better in those courses to be considered in good SAP standing.

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

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

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

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

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

When a student is pursuing a 2<sup>nd</sup> degree, any courses that were taken during the 1<sup>st</sup> degree that are transferred in to apply to the student’s 2<sup>nd</sup> degree will be included in the SAP calculations.

## Consequences of Failing to Meet SAP Standards

### Financial Aid Warning Status

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

### **Financial Aid Probation Status**

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

### **Financial Aid Suspension Status**

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

### **Re-establishing Financial Aid Eligibility**

If a student loses eligibility for financial aid, he or she will need to obtain a minimum 2.0 cumulative GPA (undergrad) or 3.0 cumulative GPA (graduate), and re-establish a completion percentage of at least 67% for attempted coursework while not receiving financial aid at the University. He or she will have to notify the Financial Aid Office once the above minimums have been achieved to verify if eligibility for financial aid can be reinstated for further coursework. A student who transfers to another institution and then re-enrolls 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 reinstating eligibility for financial aid via the financial aid probationary status, or placing a student in financial aid suspension status. The decision of the committee is final.

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

## **STUDENT CLASSIFICATION FOR FINANCIAL AID**

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

Freshmen 0-23 credits

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

## **FEDERAL AND STATE GRANTS**

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

### **Pell Grant**

Pell is a federal grant program for undergraduate students. The maximum Pell Grant will be \$6,895 for the 2022-2023 academic year. Eligibility cannot exceed the equivalent of 12 full-time semesters.

### **Wisconsin Grant**

The Wisconsin Grant is a state grant available for eligible Wisconsin resident undergraduates. The maximum tuition grant will be \$3,800 for the 2022-2023 academic year. Eligibility cannot exceed ten semesters.

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

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

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

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

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

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

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

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

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

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

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

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

### **Veterans Grant Program**

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

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

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

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

## **FEDERAL LOAN PROGRAMS**

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

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

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

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

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

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

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

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

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

## **STUDENT EMPLOYMENT**

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.

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

Cardinal Stritch University offers numerous scholarships and grants to full-time undergraduate students. Eligibility is determined based upon achievement and/or financial need. Scholarships and Grants awarded by Cardinal Stritch University

are awarded for study in the Fall and Spring term. \*\*\* SACM students are not eligible for Institutional Scholarships. If Stritch is unaware of a student's SACM status and sends a scholarship letter, that scholarship will not be honored.

### **Honors Scholarship**

The Honors Scholarship is a competitive scholarship offered at full-tuition value per year for up to four years. Students in our top academic tiers will be invited by the Admissions Office to compete for this scholarship. Evidence of active extracurricular activity and a personal interview are also required. The renewal of the scholarship, for up to four years, is based on maintaining a minimum 3.5 cumulative GPA. Full-time enrollment is required.

### **Franciscan Heritage Scholarship**

The Franciscan Heritage Scholarship is offered at four levels: Trustee, President, Dean, and Merit. Scholarship eligibility and amounts are determined using cumulative high school GPA and (by request) ACT/SAT test scores. The renewal of the scholarship, for up to four years, is based on maintaining a minimum 3.0 (2.5 for the Merit Level) cumulative GPA. Full-time enrollment is required.

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

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

### **Franciscan Servant Scholars Program**

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

### **Partner Scholarships**

The Partner Scholarship is for \$1000 and can be renewed with full-time enrollment for up to 4 years. The Partner Scholarship recognizes the various community partnerships that Stritch has established (Boys and Girls Club, Dual Enrollment program, etc.) Students are awarded these upon their admission to the University. Students can get more information on the various partnerships from their Admissions Counselors.

### **Campus Visit Grant**

The Campus Visit Grant is \$500 a year. It is awarded to students that visit campus during the admissions process. It is renewable as long as the student maintains full-time (12 credits) enrollment.

### **Serra Transfer Scholarship**

This scholarship is for full-time students who have transferred to Cardinal Stritch University from another institution. Students must have attempted a minimum of 12 credits at the prior institution and maintained a 3.5 cumulative GPA. Scholarship renewal is for up to four years, and is based on maintaining a minimum 3.0 cumulative GPA. Full-time enrollment is required.

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

This scholarship is for full-time students who have transferred to Cardinal Stritch University from another institution. Students must have attempted a minimum of 12 credits at the prior institution and maintained a 3.00 to 3.499 cumulative GPA. Scholarship renewal is for up to four years and is based on maintaining a 3.0 cumulative GPA. Full-time enrollment is required.

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

If the minimum cumulative GPA and full-time enrollment are maintained, the Honors, Franciscan Heritage, Serra Transfer, and St. Bonaventure Transfer scholarships are renewable for up to four years. If the cumulative GPA falls below the requirement, the scholarship recipient will be placed on probation and awarded 50% of the scholarship. If after a year of probation, the

cumulative GPA is above the requirement, the scholarship will be reinstated at the full dollar amount. If after a year of probation, the cumulative GPA is still below the requirement, the student will no longer be eligible for the scholarship.

### **Cardinal Stritch University Grant**

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

### **Cardinal Stritch University Residency Grant**

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

### **Endowed/Private Scholarships**

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

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

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

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



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

Students are encouraged to review the most up to date and current Financial Aid policies by reviewing our Cost and Financial Aid page and Consumer Information page at [www.stitch.edu](http://www.stitch.edu).

# ACADEMIC DEGREE PROGRAMS

Cardinal Stritch University confers academic degrees for the completion of specified course sequences in a variety of fields. Undergraduate students may choose to work toward the Associate of Arts, the Associate of Science, the Bachelor of Arts or the Bachelor of Science degrees. For more information, please see: <https://www.stritch.edu/academics/undergrad-programs>.

## ASSOCIATE DEGREES

### Associate of Arts

- General Studies

### Associate of Science

- Business Administration

## BACHELOR'S DEGREES

### Bachelor of Arts degrees are offered in these disciplines

- Visual Arts
- Art Education
- Communication
- Education (Secondary) \*\*\* Refer to teacher certification section below for specific information.
- Education Studies
- English/Writing
- History
- Mathematics
- Political Science
- Psychology
- Sociology
- Spanish
- Theater

### Bachelor of Science degrees are offered in these disciplines

- Biology
- Business Administration
- Chemistry
- Computer Science
- Criminal Justice
- Education (Elementary) \*\*\*Refer to teacher certification information below for specific information.
- Education Studies
- International Business
- Nursing
- Respiratory Therapy (Completion)
- Sport and Recreation Business

## EDUCATION TEACHER LICENSURE

Teacher licensure is available in the following areas:

- Early Childhood-Middle Childhood (approximate ages of birth–11 years old)
- Middle Childhood-Early Adolescence (approximate ages of 6-12 years old)  
Minor/Content Areas:
  - English as a Second Language (Dual licensure possible)
- Early Adolescence-Adolescence (approximate ages of 10-21 years old)
- K-9 Elementary and Middle School
- Grades 4-12

All students seeking Early Adolescence-Adolescence or Grades 4-12 licensure are required to complete a major in a content area. Major/Content areas available:

- Biology (Early Adolescence-Adolescence license only) or Science Grades 4-12)
- Social Studies (DPI approved areas of focus under Early Adolescence-Adolescence) Social Studies include History, Political Science, Sociology, Economics, Psychology, DPI requires students to add a minor in History, Political Science, or Sociology with the Social Studies Major.)
- Chemistry (Early Adolescence-Adolescence license only) or Science (Grades 4-12)
- Computer Science
- English (Early Adolescence-Adolescence license only) or English & Language Arts for Grades 4-12
- History (Early Adolescence-Adolescence license only)
- Mathematics
- Political Science (Early Adolescence-Adolescence license only)
- Sociology (Early Adolescence-Adolescence license only)
- Grades K-12 License
  - Art
  - English as a Second Language
  - Music
  - Theater
  - World Languages
- Early Childhood-Adolescence (approximate ages of birth-21 years old)  
All students seeking Early Childhood-Adolescence licensure are required to complete a major in a content area.  
Majors/Content Areas available:
  - Art
  - Theater
  - World Languages (Spanish)

### **English as a Second Language**

English as a Second Language Licensure is available when completed with another licensure program. Students may choose from the following options:

- Dual Licensure: Regular Education: Early Childhood through Middle Childhood and English as a Second Language: Early Childhood through Middle Childhood
- Dual Licensure: Regular Education: Middle Childhood through Early Adolescence and English as a Second Language: Middle Childhood through Early Adolescence
  - Multiple Licenses: Regular Education: Early Childhood through Middle Childhood, Regular Education: Middle Childhood through Early Adolescence, English as a Second Language: Early Childhood through Middle Childhood, and English as a Second Language: Middle Childhood through Early Adolescence
- Dual Licensure: Regular Education: Early Adolescence through Adolescence and English as a Second Language: Early Adolescence through Adolescence
- Dual Licensure: Regular Education: Early Childhood through Adolescence and English as a Second Language: Early Adolescence through Adolescence

### **Special Education**

Cross-Categorical Special Education Licensure is embedded within all licensure programs.

## **CONCENTRATIONS**

A concentration is a subset of four to five courses totaling 12-16 credits, including at least one course at the 300 or higher level.

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

## **CERTIFICATE PROGRAMS**

Cardinal Stritch University offers a number of different certificate programs that may be completed with a degree program.

## **SPECIAL PROGRAMS**

### **Professional Preparation**

Professional Preparation programs are offered through the Department of Natural Sciences.

- Chiropractic
- Dental
- Medical
- Optometry
- Pharmacy
- Physician assistant
- Veterinary studies

# DEGREE REQUIREMENTS

## LIBERAL ARTS CORE CURRICULUM (GENERAL EDUCATION)

### Mission Statement

The Core Curriculum (General Education) is rooted in the Liberal Arts and our Franciscan heritage, both of which are guided by a concern for issues of justice and ethical behavior. It is designed to create a framework for life and work that will encourage students to develop the literacies and essential skills necessary to be catalysts for positive transformation where they live, work, and lead.

### Goals of the Core Curriculum

The Core Curriculum has three main goals:

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

## CORE STUDENT LEARNING OUTCOMES

### CORE Curriculum Student Learning Outcomes (Literacies)

L1: *Aesthetic Literacy*: Be able to demonstrate/analyze the meaning of artistic material.

L2: *Civic Literacy*: Be able to actively participate and initiate change in your community and the greater society.

L3: *Cultural and Global Literacy*: Be able to demonstrate knowledge of the interdependence among countries and their people as well as communicate and collaborate across cultures.

L4: *Historical Literacy*: Be able to demonstrate discipline-based conceptual reasoning about the past.

L5: *Spiritual and Ethical Literacy*: Be able to demonstrate knowledge of diverse people, ideas, and philosophical and religious traditions that encourages and broadens spiritual and ethical sensitivity, dialogue and engagement.

L6: *Financial Literacy*: Be able to demonstrate knowledge of behaviors/attitudes about money, planning and budgeting for current and future needs.

L7: *Information and Media Literacy*:

*Information (L7a)*: Be able to find, evaluate, organize and use information effectively.

*Media (L7b)*: Be able to use digital and media technology, communication devices or networks to locate, analyze, use, and produce information.

L8: *Quantitative/Statistical Literacy*: Be able to understand, communicate, and interpret quantitative information and mathematical ideas.

L9: *Scientific Literacy*: Be able to define and use terms associated with science, to describe the scientific method, to analyze graphs and interpret data, and to differentiate substantiated claims from speculation.

### CORE Curriculum Student Learning Outcomes (Skills)

S1: *Creativity & Innovation*: be able to combine or synthesize existing ideas, images or expertise in original ways.

S2: *Critical Thinking & Analysis*: Be able to synthesize learning and successfully apply it.

S3: *Career Management*: be able to demonstrate the conscious planning of activities for fulfillment, growth and financial stability in life.

S4: *Collaboration*: be able to demonstrate the ability to work together with diverse groups to facilitate the exchange of ideas to achieve a goal, make decisions, and solve problems.

S5: *Communication*:

*Oral Communication (S5a)*: Be able to develop and deliver purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Written communication (S5b)*: Be able to develop and express ideas in writing, using many genres and styles.

### Indicators of Student Success

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

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

## **LIBERAL ARTS CORE REQUIREMENTS**

All undergraduate students must complete the Liberal Arts Core requirements. Most students will complete the 31-credit set of requirements listed below, but students majoring in education, nursing, respiratory therapy, or the non-traditional online business program will have slightly different sets of requirements. Additionally, the minimum grade accepted for liberal arts core courses is a “D.” A higher grade may be required in some programs. Please see your academic advisor for details.

### **Mission**

*Stritch Seminar – 1 credit*

- SEM 110 Freshman Seminar

*Spiritual & Ethical Literacy – 3 credits (Choose one)*

- PL 200 The Human Conversation
- REL 103 Introduction to Christian Thinking
- REL 104 World Religions

### **Foundational Literacies/Skills**

*Personal Branding Communication – 3 credits*

- CA 108 Personal Branding

*Writing for the 21st Century – 3 credits*

- EN 102 Research Writing

*Quantitative Problem Solving – 3 credits (Choose one depending on your major)*

- MT 113 Applied Algebra for Health Sciences
- MT 119 Quantitative Reasoning
- MT 120 Applied Statistics
- Or higher mathematics course

### **Language and Culture – 3 credits**

- SPN 110 Spanish Language & Culture I

### **History/Literature – 3 credits (Choose one)**

- EN 150 Introduction to Literature
- EN 208 Creative Writing
- HS 202 History of the Modern World
- HS 243 Twentieth Century America
- SPN 331 Survey of Latin American Literature (Spanish proficiency required)

### **The Arts – 3 credits (Choose one)**

- ART 150 Arts Integration
- MU 107 American Popular Music
- THR XXX The Theater Experience

### **Interdisciplinary Core – 9 credits (Choose one from each broad theme)**

*Science, Environment & Culture (3 credits from this theme)*

- INTDS 220 Nutrition and Culture
- INTDS 221 Environmental Studies
- INTDS 222 Forensics: DNA, Psychology, and the Courtroom

*Narrative of Identity (3 credits from this theme)*

- INTDS 211 Persuasive Storytelling
- INTDS 241 African American Stories
- INTDS 252 Social Change through Storytelling

*The American Experience (3 credits from this theme)*

- INTDS 212 Black & Latinx Identities in Pop Culture
- INTDS 230 Dialogues on Power, Privilege, and Differences
- INTDS 242 Taboo Topics: Religion and Politics

## **CORE MATHEMATICS REQUIREMENT**

Depending on the major, the core mathematics requirement is fulfilled by: MT 113, 119, 120, or any higher MT course. Please see the individual program pages for the mathematics requirements of a particular major.

## **CORE SEMINAR REQUIREMENT**

Freshmen, including transfer students entering the institution with fewer than 30 credits, who are enrolled in traditional undergraduate programs (those with semester-long courses) are required to take SEM 110. The course must be taken in the first semester the students begin coursework at Stritch unless permission is granted by the Dean of the College of Arts and Sciences.

Students enrolled in evening or online programs are required to take the Stritch Seminar course specified for their major.

## **DEGREE INFORMATION**

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

## **ASSOCIATE DEGREE**

### **Associate of Arts (AA) in General Studies**

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

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

A minimum of 31 credits

#### **Additional Requirements**

A minimum of 29 elective credits; credits earned in completing a concentration will apply towards this requirement

The degree requires a minimum of 60 credits.

### **Associate of Science in Business Administration (ASBA) – evening/online accelerated**

The Associate of Science in Business Administration (ASBA) provides foundational business courses that introduce students to business and management theory, as well as the liberal arts courses needed for a well-rounded education. The 60-credit degree may positively impact student employability and/or opportunity for promotion. Additionally, the credits may be applied towards the BSBA degree should a student choose to continue.

#### **Business Courses:**

Any 30 credits from these existing Evening/Online Business Concentrations:

- Introduction to Business Concentration
- Economics and Accounting Concentration
- Advanced Business Principles Concentration

#### **Required Liberal Arts Core Courses (24 credits):**

- SEM 104 Stritch Seminar
- PL 200 The Human Conversation or REL 104 World Religions
- CA 108 Personal Branding
- EN 102 Research Writing
- MT 120 Applied Statistics
- SPN110 Spanish Language & Culture I
- two of the CORE INTDS 200-level courses that are offered in the 6-week format

The degree requires a minimum of 60 credits.

## **BACHELOR'S DEGREES**

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

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

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

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

Thirty-one credits.

#### **Major Requirement**

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

#### **General Elective Requirement**

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

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

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

Thirty to thirty-two credits depending upon the major.

#### **Major Requirement**

A Bachelor of Science major requires a minimum of 45 credits in the area of the discipline plus the Professional Core. See specific majors for complete listing of requirements.

#### **General Elective Requirement**

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

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

### **Foreign Language Requirement**

The Bachelor degrees require that a student complete the Spanish Language and Culture course in the Core. Alternatively, students may prove proficiency in a foreign language based on the policy listed below. This policy applies to both freshmen and transfer students.

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

Individuals are considered proficient in a foreign language when they can demonstrate:

- listening, speaking, reading, and writing skills in the language at the intermediate level or higher according to ACTFL guidelines;
- understand the main ideas of all speech, make inferences within the cultural framework of the language (intermediate level-superior);
- can follow linguistically complex discourse with cultural sensitivity (advanced level-superior);
- speak the language with precision in order to participate in a conversation (advanced level-superior);
- support their ideas and opinions with ease (advanced level-superior);
- read and understand a variety of literary texts (advanced level-superior)



- comprehend, hypothesize, and support their opinion regarding the academic reading (advanced level-superior);
- express themselves properly by writing memos, letters, and research papers (intermediate level-superior);
- have a wide vocabulary that allows them to present an argument and express their opinion in an accurate manner (advanced-superior).

**Policy Regarding BYU Foreign Language Achievement Testing Service (FLATS)**

Brigham Young University’s FLATS program offers testing options for students in a wide range of languages, including many for which Stritch students do not have ready access through WebCAPE or our own faculty. Students may use FLATS to demonstrate foreign language competency in a language not supported by WebCAPE or Spanish Language and Cultures program and fulfill the university’s foreign language requirement according to the following guidelines:

- students must register for and complete the proctored exam at Stritch, whether administered online or on paper
- the student must pass at or above the Second-Semester level to fulfill the requirement
- no credit will be awarded for passing the FLATS exam at any level
- the exam may be retaken once and in accordance with BYU’s retake policy, requiring a six-month waiting period between attempts
- an official score report must be sent from FLATS indicating the test results

Students may schedule an exam through the Spanish Language and Cultures program faculty.

**International Student Foreign Language Requirement**

An international student who is required to submit a TOEFL/IELTS score or who has that requirement waived by meeting any of the requirements outlined below will not be required to complete the language and culture requirement in the Liberal Arts Core.

- 24 credits of successful US academic coursework
- WESLI institute score of 700 or better
- 3 years full-time at an international education institution at the secondary level or above where English is principal language of instruction (verified by institution)
- Lived in the US for 5 or more years and can demonstrate strong verbal and written command of English Language
- Attended a US high school for at least three full years
- Earned a bachelor’s degree or higher from a US educational institution

An international student whose home country is listed on the document, Exempt Countries for TOEFL, will be required to complete the language and culture requirement for the Liberal Arts Core in the bachelor’s program. This document lists countries in which students’ primary language of instruction is English. Students can meet with the ELL specialist, admissions counselor, or the Director of Student Support & International Education for access to this document. An international student in this situation should discuss with the academic advisor ways in which the foreign language requirement can be fulfilled.

**Foreign Language Placement Examination**

A student who has either previous coursework that is unable to transfer or a linguistic background in Spanish, French or German is required to take the WebCAPE placement exam. The exam measures a student’s ability in a foreign language, and the results of the exam place the student in the appropriate course, equal to the student’s level of comprehension. The placement exam may only be taken once and must be taken before students complete their first Spanish language course at Stritch. Students may not take the exam after taking a language course at Stritch because the results will no longer be accepted by the Program. If a student takes the exam and places at a level indicating proficiency (second semester placement), the student is considered to have fulfilled the Spanish language requirement and will not be required to take SPN 110. The WebCAPE Exam is not a replacement for a foreign language course. It is recommended that students complete their Spanish language requirements before they have earned 64 credits for their undergraduate bachelor’s program.

WebCAPE Score	Placement
0-280	110-level/first semester
281-383	120*-level/second semester (students who place at this level or higher are waived from SPN110)
384-491	201-level/third semester

492-599	202-level/fourth semester
600 and above	Fifth semester and above

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

Retroactive credits may be awarded only by the Spanish Language and Cultures Program. Students can earn retroactive credits only if they place into a Spanish course higher than the 110 level through the online placement exam and then take that course at Cardinal Stritch University and receive a grade of “B” or higher. The number of retroactive credits earned is determined by the course level at which the student begins language study at the University, and a student can earn a maximum of 12 retroactive credits.

Retroactive credits can be used to fulfill the Spanish language requirement. However, if students receive a grade lower than “B” in their first college-level language course (not at the 110 level), they will not earn any retroactive credits. In the case the student does not earn retroactive credits, but successfully passes the class (with a grade of D or higher), the student will have satisfied the Spanish language and culture requirement.

Retroactive credits count towards the total credits required for graduation.

### **Culminating Experience – Professional Core**

A departmental culminating experience successfully accomplished within the student’s respective field of study is required of each student in a bachelor’s degree program to fulfill requirements for graduation. This experience is dependent on the students’ degree program:

- Nursing and respiratory therapy students must complete a culminating experience. Refer to program pages for details.
- Education students must complete: ED 260-Field Experience I, ED 360-Field Experience II, and 9 to 11 credits of student teaching (ED 481 or EDS 481).
- Evening/online business program students must complete BU 403-Practicum and BU 444-Capstone.

All other students in a bachelor’s degree program must complete the **PROFESSIONAL CORE** consisting of three courses with a minimum grade of C:

- INTDS 290 Pre-Internship
- INTDS 401 Capstone
- INTDS 403 Internship

# 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 their academic advisor and College Dean. The form must be submitted to the Office of the Registrar for processing. 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.

## CALENDAR

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

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

Most evening and online programs run in 6-week modules with three modules in fall, three in spring, and two in summer. The first 6-week module in a term usually begins a week prior to the traditional semester start date.

## CLASSIFICATION OF STUDENTS

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

### Class Year Classification

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

- Freshmen 0 to less than 31 credits
- Sophomores 31 to less than 61 credits
- Juniors 61 to less than 91 credits
- Seniors 91 or more credits

### Full-Time and Part-Time Classification

#### Traditional Calendar and Term Degree Programs

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

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

## NON-DEGREE SEEKING STUDENTS

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

Cardinal Stritch University reserves the right to remove a non-degree seeking student from a course if a waitlist exists for that course and a degree-seeking student needs the course for successful degree progression.

## COURSE NUMBERING

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

## CREDIT LOAD

### Traditional Calendar Degree Programs

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

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

## 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
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### Cardinal Stritch University Definition of Credit Hour

Credit and Time Requirements (always applicable in postsecondary institutions)

#### Program Lengths

- a. Associate degrees require a minimum of 60 semester credits and the equivalent of two academic years.
- b. Baccalaureate degrees require a minimum of 120 semester credits and the equivalent of four academic years.
- c. Post-baccalaureate degrees require a minimum of 30 semester credits and the equivalent of one academic year and must meet additional credit and time requirements according to degree level and title.

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

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

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

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

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

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

For example, with the #1 definition of credit hour, an undergraduate student in the traditional day-time program, in a three-credit course may meet in class for one hour each day for three days per week for 15 weeks in the semester for a total of 45 hours in class. In addition, students may be assigned a minimum of two hours of out-of-class student work per credit, each week for approximately fifteen weeks during the semester, as verified in the syllabus, for a total of 90 hours of work. In this example, the total hours of work dedicated to learning outcomes would be 135 hours for the three-credit course.

For example, with the #2 definition of credit hour, an undergraduate student in the evening/online business program in a three-credit course may meet for 4 hours one night a week for 6 weeks for a total of 24 hours. In addition, students will be assigned "homework" which equals 20 hours per week for a total of 120 hours of study outside of class per course. In this example, the total number of hours dedicated to a three-credit course is 144 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 the **Ruth S. Coleman College of Nursing and Health Sciences**, the following guidelines apply:

BSN traditionally formatted courses

Meets credit hours as defined:

Theory	1 credit = 1 - 50 minute hour
Laboratory	1 credit = 2 - 50 minute hours
Clinical	1 credit = 3 - 60 minute hours

Classes meet for fifteen-50 minutes periods per credit hour. Laboratory sessions usually receive one credit for 2 contact hours for 100 minutes. One credit of clinical is equal to 3 clock hours or 180 minutes.

## **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.

## **ADDING, DROPPING A COURSE**

### **Traditional Calendar Degree Programs**

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

### **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. Undergraduate students can drop and add courses online. Dropped courses will not appear on a student’s academic record.

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

### **Traditional Calendar Degree Programs**

After the Drop/Add period, a student may not add or drop a course. For courses scheduled in traditional academic terms, a student may withdraw from a course up to the 2/3 point of course meetings. A student must obtain a withdrawal form from their academic advisor in the Student Success Center. The form must be completed, signed and dated by both the student and the instructor of the course and returned to his/her academic advisor by the end of business hours on the last day for withdrawal as listed on the academic calendar. Once a student withdraws from a course, he/she is not allowed to “sit-in” on the course for content. The recorded date of the withdrawal will be the date the form is returned to their advisor. The student will then receive a grade of “W” for the course.

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

### **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 and teacher education). Students should refer to their program handbooks for this information.

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

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

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

### **Co-Curricular Events**

University-sponsored co-curricular events include athletic competitions, performances in the fine arts, and community engaged experiential learning opportunities (e.g. 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 absences 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.

## 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 students' employer or supervisor to document the mandatory change(s), the date of the change(s), and the organizational representative who can verify the circumstance of the job change(s), preferably a human resource professional.

### Procedures

- A student (or proxy) will complete the Emergency Withdrawal Form and submit it online, along with supporting documentation to the Director of Student Support.
- 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.
- 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 and Advising.
  - The Director of Student Support will notify the student of the committee's decision. (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.
- 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.
- 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

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

## ADMINISTRATIVE WITHDRAWAL

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

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

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

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

Students who 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 (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.

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

In traditional calendar degree programs, mid-term examinations are administered at the discretion of each instructor. Mid-term grades may be available for traditional calendar undergraduate courses and would reflect either an estimated or an

actual grade in the course at that time. These evaluations are not part of students' permanent records but are intended to offer students a formal indication of their standing at mid-term.

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

Requests to change the time for a final exam will be granted only for legitimate reasons. Students should work directly with their instructor for any request.

## GRADES AND QUALITY POINTS

### General Grade Information

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

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

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

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

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

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

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

auxiliary courses unless the individual department establishes a higher minimum grade. Unsatisfactory grades will not be considered for dismissal in the major or minor.

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

A “minor” consists of a number of specified courses determined by each academic department totaling 18 credits. No grade lower than “C-” will be accepted in a student’s minor although individual departments may establish a higher minimum grade for such course. If students earn a grade lower than the minimum acceptable grade in a course required for a minor, they may repeat the course only once at Stritch. A second unacceptable grade in the minor dismisses the student from the minor. A program may choose to dismiss a student from a minor if a second unacceptable grade is earned.

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

The minimum grade for professional core courses is a “C.”

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

Repeating courses off campus can be allowed under extraordinary circumstances and only with the approval of the Registrar in consultation with the major/minor department. If permission is given, the student should be aware that the Stritch grade will remain on record and is calculated in the GPA. Repeating a course off campus will only fulfill the requirement of the Stritch course.

### **Grades in Prerequisite Courses**

Students may meet a prerequisite course requirement by completing one of the following options:

- Successfully completing (with a grade of C- or better) a course from a regionally accredited institution. The course must be accepted in transfer and judged by the program as equivalent to the prerequisite course offered by Cardinal Stritch University.
- Successfully passing the prerequisite course at Cardinal Stritch University.

Note that prerequisites are attached to a course in an attempt to ensure that students are appropriately prepared for success in the course. A student who passes a prerequisite course with a grade below a “C” may not be sufficiently prepared for that success and should carefully consider retaking the prerequisite course before attempting to move forward. Students are strongly encouraged to speak with their academic advisors and instructors with any questions or concerns about readiness.

### **Policy Regarding Minors**

A student may not earn a minor in the same subject area as their major. For example, a student getting a major in history can’t also get a minor in history. Additionally, to satisfy the requirements for a minor, a student may not use a concentration being used as part of a traditional, single-subject-area major. For example, a student earning a Creative Writing major cannot also earn a Writing minor. Students earning an interdisciplinary major may earn minors in the underlying subject areas. For example, a student earning a major in Humanities: The Human Question could also earn a minor in Religious Studies. Students should consult their academic advisors for additional information.

### **Repeat Policy for Major, Minor and Concentration Courses**

If a student fails to meet the grade requirement in their first attempt of a course as outlined above, the student must meet with a professional academic advisor to enroll in that course as a repeat.

If a student fails to meet a grade requirement of a course for a second time, the repeat policy requires the student to submit an appeal to the department offering the course. The student should work with their academic advisor to submit this appeal. The

student will also be expected to meet with the department chair of their major, or minor, to discuss the student's goals and their desire to remain in that specific program. The department chair will decide whether or not to allow the student to take the course for the third time. If the student is granted permission, the department chair will email this decision to the Registrar's Office so the student can be enrolled in the course. If the student is not granted this permission, they have the opportunity to appeal to the Dean of the appropriate college.

## Grades in Developmental Courses

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

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

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

## Incompletes

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

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

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

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

## ADDITIONAL ACADEMIC OPTIONS

### Pass-Fail Courses

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

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

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

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

### **Directed and Independent Study**

Several departments offer opportunities for student growth in self-motivation and self-education by means of directed study or independent study. A directed study is a self-directed study of an existing course to meet the student’s graduation needs or scheduling conflict. An independent study is a 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, department/program chair, the College Dean and the office of Academic Affairs. Both directed and independent studies require a syllabus that meets University requirements including the credit hour policy. If a student’s directed or independent study is added after the add/drop deadline or will bring the student credit load above 18 credits, it can affect his/her bill and financial aid. For more information on directed or independent study, students should see their academic advisors, who will discuss any financial impact and give them the appropriate forms. Students should then contact the chairperson/major advisor to make arrangements and complete the required paperwork.

### **Auditing**

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

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

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

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

#### **Definition**

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

#### **Purpose**

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

#### **Guidelines**

The Internship must:

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

**Notes:**

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

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

**RESIDENCY CREDIT POLICY**

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

All students must also have a minimum of 12 credits in courses taken at Stritch in the undergraduate major and 9 credits in a minor. Colleges may have residency requirements for the major that are above and beyond this. Program residency requirements are published in each college’s program materials. The institution must make available the courses that students need to complete their degree requirements once they have begun a specific program of study. If a student was about to graduate and the University was forced to cancel a required course, permission could be given to take the course elsewhere.

**Under ordinary circumstances, once students have matriculated, they may not take courses at other institutions or CLEP/DSST exams.** Students need explicit permission to take courses at another school and/or CLEP/DSST exams and transfer the credits to Stritch. Permission to take courses at another school and/or CLEP/DSST exams is granted by the registrar in consultation with the appropriate department and their academic advisor on the basis of need, but will not be granted because of convenience or tuition. If the course is one required in the student’s major sequence, the permission of the department chair is also required. Normally, courses in the student’s major are to be taken at Stritch.

**ADDITIONAL MAJORS OR DEGREES**

**Double Majors**

To achieve a concurrently earned double major, a student must complete the course requirements for both (all) major areas and all core requirements. For students in traditional calendar degree programs, the professional core courses must be taken one time. If the total number of credits for one of the majors subsequently falls below 34 credits, the chairs of the two departments may determine if this is acceptable. In no case may the second major be fulfilled with fewer than 30 credits. If some courses fulfill requirements for both majors, they will be counted towards both areas. In this situation, a student will earn a single degree with two majors.

For education majors, Student Teaching Seminar taken concurrently with Student Teaching is the Senior Seminar of the Teacher Preparation Program, as it encompasses the licensure practice of both majors.

**Multiple Majors or Minors**

Students may earn multiple majors or minors as long as the following requirement is met. Each minor and each major beyond the first must include at least one concentration not contained in any majors or minors that the student has previously declared. Furthermore, each additional minor or major must require at least 12 credits of coursework not already required for any previously declared major or minor.

## **Two Degrees**

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

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

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

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

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

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

### **Transfer Credit Policy**

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

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

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

- Credits will not be accepted for any course with an earned grade lower than a "C-." This includes "CD," "Pass/Fail" or "Credit/No Credit." It should be noted that some major academic departments have higher minimum grades required for courses to fulfill a specific requirement.
- Credits will not be accepted for orientation, study skills, pre-college or remedial courses.
- Only credits from regionally accredited schools will be considered for direct transfer. Credits from nationally accredited schools will be assessed per the policy described for extra-institutional learning in the various colleges.
- Credits transfer; grades do not.
- Only grades earned at Cardinal Stritch University will be used to determine a grade point average.
- Proficiency exams and Life Experience/Portfolio awards given at other colleges and universities will not be honored at Stritch.
- Department approval is required for equivalency to Stritch courses—usually by the department chair. General electives do not require departmental approval.
- A maximum of 32 semester hours of technical credit may be transferred in and applied to bachelor's programs; for associate programs, the limit is 16 semester hours of technical credits. Students will not be permitted to transfer in technical credits after matriculating at Stritch.

### **Articulation Agreements**

Cardinal Stritch University has developed formal agreements with area two-year schools that allow graduates of compatible associate degree programs to apply their credits in or near their entirety to specific Cardinal Stritch University bachelor's



degree programs. A list of programs for which articulation agreements have been developed may be accessed at <https://www.stritch.edu/admissions/transfer-students/articulation-agreements>.

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

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

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

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

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

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

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

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

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

### **College Level Examination Program (CLEP) and DSST**

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

### **Departmental Examinations**

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

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

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

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

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

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

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

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

A maximum of 36 credits at the bachelor's level can be earned through any combination of PLA portfolio and essay awards. Contact the Coordinator of Prior Learning Assessment and Articulation for specific processes, materials, and guidance at <https://www.stritch.edu/Campus-Resources/Office-of-the-Registrar/Prior-Learning-Assessment>.

### **Study Abroad**

Cardinal Stritch University offers access to many study abroad programs. Information for participating in such programs can be obtained through the Student Affairs office. Students will receive full credit for any courses that are satisfactorily completed with the necessary minimum grade requirements while abroad as long as those courses are pre-approved by the appropriate academic departments at Stritch. Information about offerings and procedures can be obtained by contacting the Director of Student Support & International Education.

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

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

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

#### **Academic Warning**

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

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

## Academic Probation

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

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

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

## Academic Dismissal

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

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

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

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

## ACADEMIC GRIEVANCES

If students feel that there is sufficient reason to question a final course grade or an academic disciplinary action, they may initiate a formal appeal process. Grievances of an academic nature should be handled at the department level, beginning with the instructor. This appeal must be made in writing to the instructor no later than 30 days after the final course grades have been posted. If the grievance is not settled with the instructor, the student should make the complaint in writing to the appropriate department/program chair, and associate dean where applicable, no later than 10 days after receiving the instructor's written decision. The department/program chair and associate dean will inform and consult the college dean on all academic grievance matters. If the matter is not settled at the college level, the student may bring a final appeal to the Vice President for Academic Affairs. Such appeals must be made in writing to the Vice President for Academic Affairs no later than 15 days after having received the written decision of the college. The Vice President for Academic Affairs may refer grade appeals to the appropriate Academic Standards Committee.

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

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

## **ACADEMIC INTEGRITY**

### **General Policy**

Inherent in the mission of Cardinal Stritch University is the strong belief in the principle of academic integrity. Students' actions reflect their moral character and, by extension, the University's reputation. Therefore, all students are expected to recognize and to abide by the following policy 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 website 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 students misrepresent their achievements or interfere in some way with the grading process. Academic misconduct includes, but is not limited to collusion in activities such as entering University property to obtain un-administered tests or changing grades; stealing, buying or selling parts of an un-administered test; bribing or accepting bribery for advance information about tests.

### **Action and Appeal**

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

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

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

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

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

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

### **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 may submit the case to the Undergraduate Academic Standards Committee for a final decision.

### **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 may submit the case to the Undergraduate Academic Standards Committee or a final decision.

## 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 members establish the standards for their classroom and enforce them for all students.

### **Threatening Behavior**

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

Campus security 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, members of the Student Affairs will investigate complaints 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 person may file an appeal with the Vice President for Academic Affairs. The appeal must be made in writing with specific reasons stated as to why the individual believes an appeal is in order. An appeal must be made within 10 working days from the time the student is notified of the committee's decision. The decision of the Vice President for Academic Affairs will be final.

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

## **Response and Intervention**

Students are expected to contribute positively to the classroom environment. That includes, but is not limited to, being on time and attentive during class, contributing in a respectful manner to the topic under discussion, and silencing all cell phones and other electronic devices.

If faculty members ask students to discontinue behavior that they feel is disruptive, students are expected to do so, even if the students do not agree with the faculty members' assessment. Students should not discuss it in front of the class, as that will likely escalate the situation. Rather, the students are encouraged to arrange an appointment to talk privately with faculty members.

If the disruption continues, a faculty member may ask the disruptive student to leave class. If that request is made, the student should do so quietly and without incident. In that situation, it is suggested that the student speak to 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 who is being disturbed by another student's behavior is encouraged to speak with the chair of the department in which the course resides.



# GRADUATION AND COMMENCEMENT

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

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

## GRADUATION REQUIREMENTS

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

Students are candidates for an associate degree when they have:

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

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

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

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

## APPLICATION FOR DIPLOMA

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

## **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 in the Undergraduate Teacher Education program must have completed all coursework except student teaching and associated portfolio courses
- 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/DSST 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 (Students in the Undergraduate Teacher Education program must file for the December graduation date)

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

### **Student Commencement Speaker**

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

## **ACADEMIC HONORS**

### **Graduation Honors**

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

The honor of Academic Distinction will be conferred at graduation for students who have earned between 30 and 60 credits at Cardinal Stritch University in a bachelor's program and have attained a cumulative grade point average of at least 3.5.

Students participating in the commencement ceremony will wear honors cords as part of their academic regalia if they have achieved any of these levels of distinction: Cum Laude and Academic Distinction (one cord), Magna Cum Laude (two cords), and Summa Cum Laude (three cords). Students graduating in May are given cords based on their cumulative GPA as of fall given that all final grades for spring semester are not submitted by the day of commencement. However, actual honors are still awarded based on all final grades.

### **Dean's List**

The Dean's List is made up of those students who have attained a grade point average of 3.5 or higher in any semester. To be eligible, a student must have carried at least 12 credit hours taken in a semester for letter grades. Students are ineligible if they have taken any courses for Pass-Fail or if they have earned a "D+," "D," "D-," "I," "WF," or "F" in any course that term. Only students in traditional calendar degree programs will be considered for eligibility for the Dean's List. Dean's List status will be noted on the transcripts.

### **Honor Societies**

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

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

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

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

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

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

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

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

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

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

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

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

# 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 students believe anything in their record is inaccurate, misleading, or otherwise violates their rights, students have the right to challenge the content of those records. If students' suggested corrections are not made by the University, students may insert into their records a written explanation regarding the contents of such records.

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

- The University has 45 days to comply with students' written requests to review their 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 students' requests are refused, they may insert in their records a written explanation regarding the contents to which they object, or file an appeal with the President's Office, which will be heard by a person or committee designed by the President.

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

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

- Name
- Address
- Telephone listing
- Email 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.
- 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.
- 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.
- To comply with a judicial order, lawfully issued subpoena, or in the case of legal action between the University and the student or student's family.
- 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).
- To the student.
- 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 students because of their participation in a crime.

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

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

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

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

#### **Record of Requests for Disclosure**

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

### **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](mailto:dmoroney@stritch.edu)  
(414) 410-4329
- Jackie Klenz  
Director of Human Resources  
[jsukowaty@stritch.edu](mailto:jsukowaty@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 Department. 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 ensure adequate understanding of the program in which the student is enrolled.

If the student needs accommodations in order to fully participate in the committee meeting, he/she should discuss his or her needs with the 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 determined that the appeal is in order, he/she

may uphold the original decision, modify the original decision, or make an alternate decision. The decision of the Vice President for Academic Affairs will be final.

**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

Email: [ocr@ed.gov](mailto: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 which are accessible. Contractual or lease agreements will reflect efforts to ensure accessibility. It is the responsibility of the prospective enrollee to give sufficient advance notification of the need for any special accommodation or auxiliary aids in order for the accommodations to be made.

**Academic Support Services**

**A. 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 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 loads or extending the time allowed to complete graduation requirements.

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

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

### **D. Housing**

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

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

Before providing official recognition or assistance to campus organizations, the 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 the 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 the Registrar's Office)
- Appeal to take course at another university and transfer it to Stritch, after one is a Stritch student (Form available from the 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, the Vice President for Student Affairs/Dean of Students 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 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 comprises 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 undergraduate students work with a professional academic advisor and a faculty advisor in their program of study.

## ATHLETICS

### Intercollegiate 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 or online. These times are announced in class and are posted in the syllabi. 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**

Campus public computer locations:

- Bonaventure Hall: ground floor (BH031)
- Joan Steele Stein Center for Communication Studies/Fine Arts: second floor lounge area
- Library: first floor, second floor, and room 210 (limited availability)

Discipline-specific computer labs (limited access):

- Psychology: Duns Scotus 019
- Graphic Design: CFA 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 login screen will appear for guest users to accept the terms and conditions.

## Computer and Email Accounts

Registered students are given computing and network access privileges. Each person is issued a computer account (username and password) that provides access to computer labs and e-mail accounts. The email account (@wolfmail.stritch.edu) provides access to all public computers, printing, and My.Stritch. My.Stritch, <https://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 email account in order to receive electronic communication from the University. This is the only email address with which the University will communicate. It is expected that students will maintain and use this Stritch account for sending and receiving any University-related information. Every student will have a Stritch email account and will be responsible for checking his or her Stritch email account on a regular and timely basis. (Messages from this University account may also be forwarded to other personal email accounts you securely manage.)

## Getting Help

All students can get help through the Help Desk by calling (414) 410-4600 or sending email to: [support@stritch.edu](mailto:support@stritch.edu). The Help Desk is located in the lower level of Bonaventure Hall, where students can also receive in-person assistance. 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 email to harass or intimidate another person
- Intentionally wasting resources

## Feedback/Suggestions

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

## **Network Login Policy 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.

## **KELLNER FAMILY LITERACY CENTER**

The Kellner Family Literacy Center offers 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 Kellner Family Literacy Center for hours of operation.

## **MISSION AND MINISTRY**

### **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, 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 is the central place for prayer and worship on campus. It is open 24 hours a day for personal prayer and reflection. Weekday Mass is celebrated on Monday and Wednesday during the academic year.
- **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.
- **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 to honor the Sisters of St. Francis of Assisi and those who have gone before us to build our caring community.
- **St. Francis Terrace Garden**  
Located on the southeast lawn outside Bonaventure Hall's Northwestern Mutual Lobby, this garden 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 Capuchin Franciscan Friars 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.

## **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 Student Services desk. Other services can be handled over the phone and/or online via My.Stritch.edu.

## **STUDENT AFFAIRS**

Built on the foundation of showing compassion and creating a caring community, the Division of Student Affairs promotes the holistic development of our diverse student body through co-curricular experiences and services that foster well-being, transformation, and self-actualization. Cardinal Stritch University is committed to the education of the total person. Toward this end, a student's intellectual development must be enhanced and complemented by physical, emotional, cultural, social and spiritual growth. Student Affairs seeks to promote the transformation of Stritch students by providing a wide array of experiences that foster an understanding of self, and an understanding and appreciation of diversity in order to achieve personal and professional success. The Division of Student Affairs includes the departments of: Student Support & International Education, Student Activities & Leadership, Health & Wellness Center, Diversity & Inclusion, University Ministry, 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.

### **Student Support & International Education**

The department of Student Support & International Education provides support to all students so they are better equipped to be successful at Stritch. It includes functions such as academic support, international education & study abroad, and accessibility services. The department also offers developmental classes to assist students in building their basic skills. Students who need or wish to develop these skills can take one or more of these classes (see course descriptions section for more information). Courses below 100-level do not carry University credit.

### **Student Support Services**



Student Support Services 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:

- Content area tutoring (peer, professional, in-person and online options)
- Academic coaching: study skills, note-taking, test-taking, time-management, organization
- Writing
- Online Writing Lab (OWL)
- English Language Learner (ELL) support

### **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 Director of International Education & Student Support. In their capacity, the director 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://www.stritch.edu/academics/study-abroad>.

### **Student Accessibility Services**

Students with a disability and/or a chronic mental health condition that affects 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.

### **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 be found on the Stritch website at: <https://www.stritch.edu/discover-stritch/life-on-campus/student-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 Advanced Nurse Practitioner and a registered nurse. Students can go to the office as a walk-in or by appointment Monday through Thursday from 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.

## **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
- American Indian Heritage Month – November
- Black History Month – February
- Arab American History Month – April
- LGBT History Month – October
- MLK Day Celebration – Day after MLK National Holiday
- Women's History Month – March
- Asian/Pacific Islander Heritage Month – April/May

### **LDRS Initiative Program (Leadership Development, Reflection, and Service)**

The LDRS Initiative is a living learning community for incoming freshmen 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.

## **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. 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 more information on the policies and procedures of the residence halls visit: <https://www.stritch.edu/Discover-Stritch/Life-on-Campus/housing-dining>.

### **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 residents' 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 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 Activities & Leadership**

Formal education at Cardinal Stritch University is complemented by opportunities for personal and professional development through participation in co-curricular activities and programs focused on our diverse student population. Student Activities & Leadership provides activities for growth to stimulate and broaden interests, and provides 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 programs and events sponsored by the University.

## **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

Rooted in the Catholic Tradition, inspired by the witness of St. Clare and St. Francis of Assisi, and working in partnership with the Archdiocese of Milwaukee, The Saint Clare Center of Cardinal Stritch University offers programming in both English and Spanish that forms lay people for ministry, gathers current ministers for prayer and support, and invites Catholics into the "School for Saints," where they connect deep prayer with daily Gospel living through authentic community and an intentional way of life.

### Lay Ministry Formation

The Saint Clare Center provides bilingual, intentional, systematic, and holistic non-degree formation for Catholics preparing for or involved in parish ministry. The program is flexible and accessible to the busy person, and the work can be applied to a degree if desired.

The Saint Clare Center also provides intentional and systematic formation for all Catholic School teachers in the Archdiocese of Milwaukee leading toward Basic or Advanced Certification as required by the Wisconsin Catholic Bishops.

### Prayerful Community Gatherings

The Saint Clare Center serves the Catholic ministers in the Archdiocese of Milwaukee by building a bilingual, prayerful, and supportive community through periodic mornings of reflection, retreats, and prayer gatherings.

### School for Saints

The Saint Clare Center invites adults to become committed members of our "School for Saints." Based on the witness of St. Clare and St. Francis of Assisi, this bilingual School gathers people to support them in living a compelling Catholic life where deep prayer is connected to daily Gospel living. Participants intercede for each other in prayer, and encourage each other in practicing the daily disciplines of contagious discipleship.

### 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.stitch.edu/about/community-initiatives/st-clare-center> or call (414) 410-4353.

## UNIVERSITY LIBRARY

The Cardinal Stritch University Library and its staff provide resources and services to support all members of the Stritch community. Located in the building complex that includes the Fieldhouse and Great Hall, the Library's holdings include an extensive array of print and online resources.

Our staff includes professional librarians and student assistants who provide support on a daily basis. Librarians participate in class instruction, offer reference assistance through face-to-face consultations, email and live chat, and provide online instructional support through research and citation guides and video tutorials. Librarians further offer one-on-one research consultations for students requiring more in-depth assistance.

The Library's special collections consist of the Cianciolo Children's & Young Adult Literature Research Collection, the Instructional Materials Center (IMC), and the Franciscan Center Library. Both the Cianciolo Collection, containing numerous volumes of children's and young adult literature, and the IMC are used to support Stritch education and language and literacy programs at all levels. The Franciscan Center Library is an extensive collection of texts and other artifacts reflecting the life and impact of St. Francis of Assisi and his followers.

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, allowing students' access to resources throughout the consortium. A consortium delivery service provides next-day access for physical materials. Students may also request items outside the consortium through the library's ILLiad Interlibrary Loan service, which provides access to materials nationwide.

The Library's website is the portal to all of its resources, including TOPCAT, research databases, eBooks, academic videos and more. A Cardinal Stritch University ID card serves as a student's library 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: the first floor includes the Circulation and Reference Desks, the Main Book Collection, and a Commons area for collaborative study; the second floor, designated as a quiet study space, contains the Special Collections, back issues of periodicals, and a computer lab. Wireless internet access is available throughout the Library building.

Students are encouraged to visit the Library and/or explore its website to learn more about what the Library and its staff can offer in support of their 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 a 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 mail room and a student lounge. Offices of University Ministry and Liaison of Franciscan Ministries 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, and an exercise room.

## **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](http://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 computer, printers, copiers and collaborative or small group spaces. (For a complete description of library resources, see the Student Services section.)

## **COLLEGE OF ARTS AND SCIENCES**

### **MISSION**

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

### **SCHOOL OF BUSINESS**

The mission of the School of Business is to prepare adaptive business leaders for the 21<sup>st</sup> century shaped by a Franciscan moral worldview. Our graduates use their innovative, global, cross-cultural, collaborative and critical thinking abilities to advance corporate social responsibility and sustainability.



# BUSINESS

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### **BUSINESS ADMINISTRATION MAJOR (BSBA)**

The Bachelor of Science in Business Administration offers students an opportunity to blend their personal and professional experiences with quantitative and qualitative coursework. The program is designed to support students in their quest to work effectively in an increasingly complex business environment, including gaining the essential skills necessary for the successful administration of a business.

Introduction to Business Concentration + Economics and Accounting Concentration + Advanced Business Principals Concentration + Human Resources and Marketing Concentration + MT 120 (auxiliary course) + \*Professional Core

### **INTERNATIONAL BUSINESS MAJOR**

The Bachelor of Sciences in International Business marries foundational and advanced business concepts and theories with globally focused courses to prepare the student for an entry-level position in a firm engaged in international business. An additional year of foreign language study and the completion of a semester study abroad are required for the major. The foreign language requirement is waived for any international student who is required to submit a TOEFL/IELTS score or who has that requirement waived by meeting any of the requirements outlined in the “International Student Foreign Language Requirement” section of this catalog. The study-abroad requirement is waived for any international student.

Introduction to Business Concentration + Economics and Accounting Concentration + Advanced Business Principals Concentration + International Business Concentration + MT 120 (auxiliary course) + \*Professional Core

### **BUSINESS ADMINISTRATION MINOR**

The minor in Business Administration offers non-Business majors a background in economics and accounting that provides the foundation for successful participation in today’s complex business environment. (Note that a student cannot earn both a major and a minor in Business Administration.)

Economics and Accounting Concentration + BU 101

### **EVENING/ONLINE ACCELERATED UNDERGRADUATE BUSINESS PROGRAMS**

A total of 120 semester credits are required for graduation, with a minimum of 15 major course credits taken at Stritch for the accelerated associate and bachelor’s degree business programs. A maximum of 90 credits may be transferred from another accredited degree-granting institution for the bachelor’s degree and a maximum of 30 credits for the associate degree. Note that transfer courses do not automatically fulfill core or major requirements. For more information, please see the “Transfer Credit Policy” section.

The remaining credits may be earned through:

- Credit for Prior Learning—36 credit maximum for the bachelor’s degree and 15 for the associate degree (10 credits average award)
- Other extra-institutional learning (CLEP, DSST, Military, and ACE registry)—60 credits maximum for the bachelor’s degree and 30 for the associate degree
- Elective courses—contact your academic advisor

Note: the number of credits that may be earned from extra-institutional learning such as CPL, portfolio and CLEP combined may not exceed 60 for the bachelor’s degree and 30 for the associate degree.

### **BUSINESS ADMINISTRATION MAJOR (BSBA) – EVENING/ONLINE ACCELERATED**

Introduction to Business Concentration + Economics and Accounting Concentration + Advanced Business Principals Concentration + Human Resources and Marketing Concentration + BU 403 + BU 444 + MT 120 (auxiliary course)

### **ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION (ASBA) – EVENING/ONLINE ACCELERATED**

The Associate of Science in Business Administration (ASBA) provides foundational business courses that introduce students to business and management theory, as well as the liberal arts courses needed for a well-rounded education. The 60-credit

degree may positively impact student employability and/or opportunity for promotion. Additionally, the credits may be applied towards the BSBA degree should a student choose to continue.

**Business Courses:**

Any 30 credits from these existing Evening/Online Business Concentrations:

- Introduction to Business
- Economics and Accounting
- Advanced Business Principles

**Required Liberal Arts Core Courses (24 credits):**

- SEM 104 Stritch Seminar
- PL 200 The Human Conversation or REL 104 World Religions
- CA 108 Personal Branding
- EN 102 Research Writing
- MT 120 Applied Statistics
- SPN110 Spanish Language & Culture I
- two of the CORE INTDS 200-level courses that are offered in the 6-week format

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

**4 + 1 Business Programs**

The 4 + 1 business program is a unique opportunity for motivated students to complete both a traditional undergraduate and a graduate business degree in approximately five years.

**Eligibility**

An undergraduate student is eligible to pursue a master's in Business Administration or Management & Leadership in two ways:

- Direct Entry as an incoming/admitted freshman. These students will need to maintain a 2.75 GPA to be permitted to matriculate into the program as juniors or seniors.
- Current Stritch students and transfer students (Freshmen through Junior) must have a cumulative GPA at the time of application of 2.75 or higher (current standard for MBA admission).

**Course Substitutions**

Students enrolled in the program would take four graduate courses as substitutions for four of the courses in their undergraduate curriculum. Those courses would count towards their undergraduate degree as well as towards their graduate degree.

Students enrolled in the BSBA program desiring to continue with the MBA program would take the following graduate courses as part of their undergraduate program:

- MBA 542 (Strategic Systems Leadership) in place of BU 307 (Organization and Management)
- MBA 506 (Advanced Managerial Accounting) in place of AC 208 (Managerial Accounting)
- MBA 513 (Applied Managerial Strategies in Finance) in place of BU 311 (Business Finance)
- MBA 601 (Human Resources & Talent Management) in place of BU 308 (Human Resources Management)

Students enrolled in the International Business program desiring to continue with the MBA program would take the following graduate courses as part of their undergraduate program:

- MBA 542 (Strategic Systems Leadership) in place of BU 307 (Organization and Management)
- MBA 506 (Advanced Managerial Accounting) in place of AC 208 (Managerial Accounting)
- MBA 513 (Applied Managerial Strategies in Finance) in place of BU 311 (Business Finance)
- MBA 508 (Contemporary Marketing Strategies – Global Perspectives) in place of BU 346 (Global Marketing)

Students enrolled in the BSBA program desiring to continue with the Management & Leadership program would take the following graduate courses as part of their undergraduate program:

- MBA 542 (Strategic Systems Leadership) in place of BU 307 (Organization and Management)
- MGTL xxx (Strategic Accounting and Finance) in place of AC 208 (Managerial Accounting)
- MGTL 531 (Business Communication) in place of CA 340 (Professional Communication)
- MBA 601 (Human Resources & Talent Management) in place of BU 308 (Human Resources Management)

Students enrolled in the International Business program desiring to continue with the Management & Leadership program would take the following graduate courses as part of their undergraduate program:

- MBA 542 (Strategic Systems Leadership) in place of BU 307 (Organization and Management)
- MGTL xxx (Strategic Accounting and Finance) in place of AC 208 (Managerial Accounting)
- MGTL 531 (Business Communication) in place of CA 340 (Professional Communication)
- MBA 508 (Contemporary Marketing Strategies – Global Perspectives) in place of BU 346 (Global Marketing)

#### Course Progression

Students would take the four graduate courses listed above as juniors or seniors as the course rotations permit and would move smoothly into their graduate program immediately upon completion of their undergraduate degree – ideally by joining a cohort and taking as many of their remaining courses with that cohort as is permitted by the rotations. They would complete their graduate degree in one additional year and a summer.

### CONCENTRATION I: INTRODUCTION TO BUSINESS

Course #	Course Name	# of Credits
BU 101	Introduction to Business	3
BU 220	Business Ethics	3
BU 230	Introduction to Management Information System	3
CA 331	Intercultural Communication	3
EC 103	Financial Literacy	3
		Total: 15

### CONCENTRATION II: ECONOMICS AND ACCOUNTING

Course #	Course Name	# of Credits
AC 207	Accounting I: Financial	3
AC 205	Evening/Online 6-weeks accelerated take AC 205	
AC 208	Accounting II: Managerial (AC 208 waived for accounting majors)	3
AC 206	Evening/Online 6-weeks accelerated take AC 206	
BU 311	Business Finance	3
EC 201	Principles of Microeconomics	3
EC 202	Principles of Macroeconomics	3
		Total: 15

### CONCENTRATION III: ADVANCED BUSINESS PRINCIPLES

Course #	Course Name	# of Credits
BU 235	Business Law	3
BU 301	Principles of Marketing	3
BU 307	Organization and Management	3
CA 340	Professional Communication	3
		Total: 12

### CONCENTRATION IV: HUMAN RESOURCES AND MARKETING

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
BU 308	Human Resources Management	3
BU 352	Consumer Behavior	3
CA 210	Team Dynamics	3
CA 252	Persuasive Communication	3
CA 370	Social Media Marketing	3
		Total: 15

**CONCENTRATION V: INTERNATIONAL BUSINESS**

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
BU 340	Global Business	3
BU 346	Global Marketing	3
EC 341	International Trade and Finance	3
HS 341	U.S. Foreign Policy	3
HS/POLS 232	International Politics	3
		Total: 15

# COMMUNICATION

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### **COMMUNICATION: BUSINESS-TO-BUSINESS AND SOCIAL MEDIA MAJOR**

Prepares students for a career in public relations communication and organizational social media. Students learn traditional and new public relations techniques, along with social media strategy, execution, and analytics for the business or non-profit sector.

Business-to-Business and Community Relations Concentration + Social Media Concentration + CA 108 + Additional Third Concentration + \*Professional Core

### **COMMUNICATION: CORPORATE AND COMMUNITY RELATIONS MAJOR**

Prepares students for a career in business or at a non-profit. Students learn public relations strategies, tactics, and skills along with strategies for communication at the corporate level.

Corporate Communication Concentration + Business-to-Business and Community Relations Concentration + CA 108 + Additional Third Concentration + \*Professional Core

### **COMMUNICATION: CORPORATE AND SOCIAL MEDIA MAJOR**

Prepares students for a career in business and organizational social media. Students learn strategies for communication at the corporate level along with social media strategy, execution, and analytics for the business or non-profit sector.

Corporate Communication Concentration + Social Media Concentration + CA 108 + Additional Third Concentration + \*Professional Core

### **COMMUNICATION: CORPORATE AND PROFESSIONAL MAJOR**

Prepares students for a career in business or with a non-profit by combining strategies for communication at the corporate level with specific professional writing and oral communication techniques.

Corporate Communication Concentration + Professional Writing Concentration + CA 108 + Additional Third Concentration + \*Professional Core

### **COMMUNICATION: PROFESSIONAL AND COMMUNITY RELATIONS MAJOR**

Prepares students for a career in business or with a non-profit organization. Students learn public relations strategies, tactics, and skills along with specific professional writing and oral communication techniques.

Business-to-Business and Community Relations Concentration + Professional Writing Concentration + CA 108 + Additional Third Concentration + \*Professional Core

### **COMMUNICATION: PROFESSIONAL AND SOCIAL MEDIA MAJOR**

Prepares students for a variety of careers utilizing the fast-moving field of social media to apply specific professional communication strategies and techniques that effectively spread the message and connect to the publics of their employer.

Social Media Concentration + Professional Writing Concentration + CA 108 + Additional Third Concentration + \*Professional Core

### **CORPORATE COMMUNICATION MINOR**

The Corporate Communication Minor equips students with the tools they need to communicate at the corporate level. Includes strategies and tactics for communicating with different audiences in writing and face-to-face, public speaking, and working in teams. In addition, students add knowledge of the basics of communication from our Personal Branding course, and choose to pursue either a deeper understanding of team dynamics or persuasive communication strategies and techniques.

**COMMUNICATION: BUSINESS TO BUSINESS AND COMMUNITY RELATIONS MINOR**

The Business to Business and Community Relations Minor is perfect for those looking to have a career in business or with a non-profit organization. Students learn strategies, tactics, and skills for reaching multiple publics (customers, donors, community members, etc.), how to effectively deal with a public relations crisis, and ways to motivate publics to achieve the organization’s goals. In addition, students add knowledge of the basics of communication from our Personal Branding course, and choose to pursue either a deeper understanding of team dynamics or persuasive communication strategies and techniques.

Business-to-Business and Community Relations Concentration + CA 108 + Choice of CA 210 or CA 331

**COMMUNICATION: SOCIAL MEDIA MINOR**

Students learn how organizations utilize social media to spread their message, capture dollars, and connect to their publics. Additionally, students learn the current research and analytic techniques used to inform social media campaigns. Our social media concentration builds the skills needed for a variety of employment opportunities in social media, a fast-growing field. In addition, students add knowledge of the basics of communication from our Personal Branding course (CA 108), and choose to pursue either a deeper understanding of team dynamics or persuasive communication strategies and techniques.

Social Media Concentration + CA 108 + Choice of CA 210 or CA 252 or CA 331

Note: A minimum grade of “C” is required for each course in these concentrations; this also includes any required prerequisite courses. Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

**CONCENTRATION I: CORPORATE COMMUNICATION**

Course #	Course Name	# of Credits
CA 210	Team Dynamics	3
CA 245	Communication Tactics	3
CA 301	Strategic Speaking	3
CA 340	Professional Communication	3
		Total: 12

**CONCENTRATION II: BUSINESS-TO-BUSINESS AND COMMUNITY RELATIONS**

Course #	Course Name	# of Credits
CA 252	Persuasive Communication	3
PR 231	Public Relations Planning and Strategies	3
PR 332	Public Relations Workshop	3
PR 355	Crisis Management	3
		Total: 12

**CONCENTRATION III: SOCIAL MEDIA**

Course #	Course Name	# of Credits
CA 260	Research and Analytics	3
CA 270	Social Media and Society	3
CA 370	Social Media Marketing	3
CA 380	Strategic Social Media	3

		Total: 12
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**CONCENTRATION IV: PROFESSIONAL WRITING**

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
EN 102	Research Writing	3
EN 228	Business Writing	3
EN 229	Technical Writing	3
EN 317	Write Your World: Creative Nonfiction	3
		Total: 12

# SPORT AND RECREATION BUSINESS

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### SPORT AND RECREATION BUSINESS MAJOR

The Sport & Recreation Business (SRB) program at Cardinal Stritch University prepares students with the knowledge to successfully navigate the ever-changing business aspects of the sport and recreation field. With the option to major, minor, or take in a concentration form, students in this area of study will be prepared for a variety of career opportunities that include professional sport teams, college athletic departments, college recreation programs, as well as community recreation departments.

Introduction to Business Concentration + Advanced Business Principals Concentration + Introduction to Sport and Recreation Business Concentration + Advanced Sport and Recreational Business Concentration + MT 120 (auxiliary course) + \*Professional Core

### SPORT AND RECREATION BUSINESS MINOR

Minor in the Sport & Recreation Business (SRB) program at Cardinal Stritch University affords students the opportunity to learn about this competitive field while keeping their current major. By minoring, students will be able to select a concentration path (Introduction or Advanced) and add in one course of interest from the opposite concentration, allowing the student to gain a strong knowledge base of the SRB industry, customized to their wants.

Introduction to Sport and Recreation Business Concentration + Any one course from the Advanced Sport and Recreational Business Concentration

### ADVANCED SPORT AND RECREATION BUSINESS MINOR

Minor in the Sport & Recreation Business (SRB) program at Cardinal Stritch University affords students the opportunity to learn about this competitive field while keeping their current major. By minoring, students will be able to select a concentration path (Introduction or Advanced) and add in one course of interest from the opposite concentration, allowing the student to gain a strong knowledge base of the SRB industry, customized to their wants.

Advanced Sport and Recreational Business Concentration + SRB 100

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: INTRODUCTION TO BUSINESS

Course #	Course Name	# of Credits
BU 101	Introduction to Business	3
EC 103	Financial Literacy	3
BU 220	Business Ethics	3
BU 230	Introduction to Management Information System	3
CA 331	Intercultural Communication	3
		Total: 15

### CONCENTRATION II: ADVANCED BUSINESS PRINCIPLES

Course #	Course Name	# of Credits
BU 235	Business Law	3
BU 301	Principles of Marketing	3



BU 307	Organization and Management	3
CA 340	Professional Communication	3
		Total: 12

**CONCENTRATION III: INTRODUCTION TO SPORT AND RECREATION BUSINESS**

Course #	Course Name	# of Credits
SRB 100	Introduction to Sport and Recreation Business	3
SRB 110	Historical Perspectives of Sport and Recreation	3
SRB 200	Organizational Aspects of Sport and Recreation	3
SRB 210	Sport and Recreation Facilities Management	3
SRB 300	Legal Aspects and Ethics of Sport and Recreation	3
		Total: 15

**CONCENTRATION IV: ADVANCED SPORT AND RECREATION BUSINESS**

Course #	Course Name	# of Credits
SRB 250	Legal Aspects and Ethics of Sport and Business	3
SRB 310	Economics and Finance of Sport and Recreation	3
SRB 320	Sport Public Relations and Media	3
SRB 330	Marketing of Sport and Recreation	3
SRB 400	Sales, Sponsorship, and Fundraising in Sport and Recreation	3
		Total: 15

# **COLLEGE OF ARTS AND SCIENCES**

## **OTHER PROGRAMS**

In addition to business programs, the College of Arts and Sciences is home to programs in the Arts, Humanities, and Sciences.

# ART

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### GRAPHIC DESIGN MAJOR

Our Graphic Design major employs a multidisciplinary approach of teaching visual ideation and digital media skills that generate creative solutions. You will develop your skills in design and layout, marketing, branding and typography, digital photography and time-based media. A Graphic Designer works in all areas of visual communication and as such is prepared to pursue a wide variety of creative careers as an art director, graphic artist, public relations, photographer and web designer.

Digital Arts Concentration + Graphic Design Concentration + Additional Third Concentration + \*Professional Core

### VISUAL ARTS MAJOR

Your major in Visual Art is home in both traditional studio art and digital media. The interdisciplinary nature of this major encourages you to explore key areas of your creative work in drawing, painting, digital design and photography, sculpture and ceramics arts. Choose a double major or minor in another area that best fits your career objectives. Several options are available and include business, communication art, computer science, psychology, theater or other programs of interest.

Digital Arts Concentration + Studio Arts Integration Concentration + Additional Third Concentration + \*Professional Core

### ARTS EDUCATION MAJOR

This major prepares teachers in art integration methods and curriculum design strategies for teaching art in Pre-kindergarten through 12th grade. You will become confident and competent as you develop studio art and design skills in drawing, painting, digital design, photography, sculpture, and ceramics arts. Our graduates are teaching art in many private and public school districts including the Milwaukee Public Schools (MPS), Shorewood, West Allis, Mequon-Thiensville and school districts in Racine, Kenosha, Sheboygan and throughout the state of Wisconsin and beyond.

Digital Arts Concentration + Studio Arts Integration Concentration + Education. Certification + Additional Third Concentration + \*Professional Core

### GRAPHIC COMMUNICATION MINOR

A minor in Graphic Design will develop your skills in layout and design, branding and typography, digital photography and time-based media. This minor would provide Computer Science and Communication Arts majors with valuable design and marketing skills.

Graphic Design Concentration + ART 101

### VISUAL ARTS MINOR

A minor in Visual Art will focus on the diverse creative goals of our individual students. We will help you build your minor from a variety of 2D and 3D studio art disciplines.

Studio Arts Integration Concentration + ART 101 or ART 211

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION 1: DIGITAL ARTS

Course #	Course Name	# of Credits
ART 101	2-D Digital Design	3
ART 115	Web, Sound and Video	3

ART 203	Bugs, Bitmaps and Banksy	3
ART 211	Digital Photography	3
ART 309	Digital Imaging	3
		Total: 15

**CONCENTRATION 2: STUDIO ARTS INTEGRATION (SAI)**

Course #	Course Name	# of Credits
ART 123	Drawing	3
ART 125	Painting	3
ART 133	Ceramics	3
ART 150	Arts Integration	3
ART 344	Art History	3
		Total: 15

**CONCENTRATION 3: GRAPHIC DESIGN**

Course #	Course Name	# of Credits
ART 111	Photographic Processes	3
ART 205	Graphic Design	3
ART 210	Documentary Filmmaking	3
ART 239	Typography and Image	3
ART 305	Graphic Communication	3
		Total: 15

# BIOLOGY

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### BIOLOGY MAJOR

The Biology major is designed to give students a broad undergraduate foundation in the life sciences. The courses are focused around three major areas; the central dogma of biology, the complexity of the human machine, and biochemistry. Knowledge and technical skills from these disciplines will allow students to adapt and specialize in the ever-changing fields that require an understanding of living systems. Most students who take this path are interested, but not limited to a career in medicine, graduate studies, or teaching.

Cellular Genetics Concentration + Human Biology Concentration + Biochemistry Concentration + Auxiliary Courses MT 120 and MT 196 (or higher) + \*Professional Core

### BIOLOGY MINOR

Understanding the complex interactions between proteins and nucleic acids is the hub around which the Biology minor rotates. The cell and genetics are the heart and soul of modern biology. Understanding these areas are part of nearly every aspect of biology and therefore are the core concepts in the biology minor. If a basic understanding of life processes is your goal then the Biology minor is for you. Educators and life sciences researchers need to take the courses in this minor.

Cellular Genetics Concentration + BL 106 + Auxiliary Course MT120 (or higher)

### HUMAN BIOLOGY MINOR

The Human Biology minor focuses on us, biology with the human species as the primary model system. If you are interested in knowing how you tick or want to work in the medical field, then you should consider the Human Biology minor. This minor would also be beneficial for nursing majors considering going beyond the bachelor's degree level, as it delves deeper into the concepts behind human medicine.

Human Biology Concentration + BL 306 + Auxiliary Course MT120 (or higher)

Note: A minimum grade of "C" is required for each course in these concentrations; this also includes any required prerequisite courses. Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: CELLULAR GENETICS

Course #	Course Name	# of Credits
BL 105	General Bio I	4
BL 306	Cell Physiology	4
BL 308	Genetics	4
BL 405	Immunology	2
		Total: 14

### CONCENTRATION II: HUMAN BIOLOGY

Course #	Course Name	# of Credits
BL 113/115	Anatomy and Physiology I Theory and Lab	4
BL 202/203	Microbiology Lab and Lecture	4

BL 307	General Physiology	4
BL 403	Developmental Biology	4
		Total: 16

**CONCENTRATION III: BIOCHEMISTRY**

Course #	Course Name	# of Credits
BL 106	General Biology II	4
CH 201/211	Organic Chemistry I	4
CH 202/212	Organic Chemistry II	4
CH 302	Biochemistry	3
		Total: 15

# CERTIFICATES

## **PRE-LAW CERTIFICATE**

The Pre-Law Certificate is designed to give students the foundation to be successful in law school. It offers a broad array of courses crafted with the goal of enhancing the critical thinking and effective communication skills needed to address the rigors of law school and the demands of a legal career.

**Required courses for the certificate:** CA 252, EN 317, PL 209, PS 308, and SC 201.

## **GENDER STUDIES CERTIFICATE**

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

**Required courses for the certificate:** HS 207, PS 312, SC 301, and WS 101.

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

# CHEMISTRY

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### CHEMISTRY MAJOR

The Chemistry major revolves around understanding atomic and molecular interactions and their impacts on everyday life. The coursework involved in pursuing a Chemistry degree is divided into three general areas; quantitative chemistry, biochemistry and molecular mechanics. Chemists are involved in many industries, government agencies and educational institutions. Research and development and educational positions are in high demand for this major. If you want to study the nuts and bolts of what makes the universe tick then chemistry is for you.

Biochemistry Concentration. + Quantitative Chemistry Concentration + Molecular Mechanics Concentration + Auxiliary courses MT 210 and MT 211 + \*Professional Core

### CHEMISTRY MINOR

The Chemistry minor is pure chemistry, from general Chemistry I to Analytical Chemistry II with a healthy dose of Organic Chemistry. The series of courses in the Chemistry minor is all hardcore chemistry. Whether you are looking for the theory of elemental interactions or the technical skills to work in an industrial chemistry laboratory the Chemistry minor is for you.

Quantitative Chemistry Concentration + CH 202/212

### BIOCHEMISTRY MINOR

The Biochemistry minor exploits the intersection between biology and chemistry. Biochemistry examines the unique chemical processes that living systems exhibit. For example, photosynthesis is a complex series of chemical reactions that are only found in photoautotrophs. To date, we cannot recreate these reactions in a non-living systems. Many of the chemical compounds used in pharmacy were originally derived from plants and/or animals. Why re-invent the chemical "wheel", when it may already exist in nature?

Biochemistry Concentration + CH 114

Note: A minimum grade of "C" is required for each course in these concentrations; this also includes any required prerequisite courses. Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: QUANTITATIVE CHEMISTRY

Course #	Course Name	# of Credits
CH 113	General Chemistry I	4
CH 114	General Chemistry II	4
CH 307	Analytical Chemistry I	4
CH 308	Analytical Chemistry II	4
		Total: 16

### CONCENTRATION II: MOLECULAR MECHANICS

Course #	Course Name	# of Credits
CH 310	Inorganic Chemistry	2
CH 403	Physical Chemistry	4
PY 201	General Physics I	4
PY 202	General Physics II	4



		Total: 14
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**CONCENTRATION III: BIOCHEMISTRY**

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
BL 106	General Biology II	4
CH 201/211	Organic Chemistry I	4
CH 202/212	Organic Chemistry II	4
CH 302	Biochemistry	3
		Total: 15

# COMPUTER SCIENCE

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### COMPUTER SCIENCE MAJOR

Principal area of study within Computer Science are programming, artificial intelligence, computer software design and development, and the theory of computing. Graduates of this program could be employed as a data scientist, software engineer, systems analyst, network architect or a web or game developer. Jobs in computer science are not limited to technology companies – due to the increased use in technology, every business uses computers and talent is needed at every stage of the business process.

Basic Computer Science Concentration + Data Science Concentration + Database and Informational System Sciences Concentration + MT 210 (4cr) + MT 211 (4cr) + \*Professional Core

### COMPUTER SCIENCE MINOR

This minor focuses on programming skills and a fundamental understanding of computer systems. This minor complements any major as almost all areas of study include some level of technology.

Basic Computer Science Concentration + MT 210 (4cr)

### DATA SCIENCE MINOR

This minor focuses on artificial intelligence and computer modeling. This minor includes more hands-on and applications focus.

Data Science Concentration + CS 107

### DATABASE AND INFORMATIONAL SYSTEM SCIENCES MINOR

This minor focuses on data mining and data handling. This minor would be suitable for someone who intends to do research in some field.

Database and Informational Systems Science Concentration + CS 107

Note: A minimum grade of “C” is required for each course in these concentrations; this also includes any required prerequisite courses. Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: BASIC COMPUTER SCIENCE

Course #	Course Name	# of Credits
CS 107	Concepts of Programming Languages	3
CS 212	Structured Programming	3
CS 213	Object-Oriented Programming	3
CS 315	Discrete Math (cross-listed with MT 315)	3
CS 415	Principles of Design and Development	3
		Total: 15

### CONCENTRATION II: DATA SCIENCE CONCENTRATION

Course #	Course Name	# of Credits
CS 212	Structured Programming	3

CS 280	Introduction to Artificial Intelligence	3
CS 306	Data Structures and Algorithms	3
CS 270	Computer Robotics	3
CS 460	Computer Modeling and Computer Aided Design (CAD)	3
		Total: 15

**CONCENTRATION III: DATABASE AND INFORMATIONAL SYSTEM SCIENCE**

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
CS 212	Structured Programming	3
CS 260	Computer System Security	3
CS 305	Computer Architecture and Networking	3
CS 220	Introduction to Database Management Systems	3
CS 340	Introduction to Data Mining	3
		Total: 15

# CRIMINAL JUSTICE

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### CRIMINAL JUSTICE MAJOR (BS)

A criminal justice degree provides students with a well-rounded education that positions students competitively for career paths including law enforcement, corrections & community corrections, probation & parole, court agencies, Homeland Security, non-profit agencies, offender re-integration services, and graduate-level work in criminology and criminal justice.

Criminology Concentration + Policing & Justice Systems Concentration + Social Inequality, Social Change, and Social Institutions Concentration + Auxiliary Course MT 120 + \*Professional Core

### CRIMINOLOGY MINOR

The Criminology minor is suited for the non-criminal justice major who seeks to complement their studies with an understanding of the nature of crime and of criminal behavior. This minor is for students interested in fields such as behavioral psychology, victimology, and juvenile justice.

Criminology Concentration + CJ 101

### POLICING AND JUSTICE SYSTEM MINOR

The Policing and Justice Systems minor is suited for the non-criminal justice major who seeks to complement their studies with an understanding of crime, the criminal justice system, and policing. This minor is for students interested in fields such as criminal justice, sociology, public policy, and the law.

Policing and Justice Systems Concentration + SC 101

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

Students double majoring in Criminal Justice, Psychology or Sociology will take research classes in only one of the departments (CJ, PS, or SC). Two extra elective classes must be taken in the major in which the student does not take the research sequence.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: CRIMINOLOGY

Course #	Course Name	# of Credits
CJ 220	Justice Planning and Policy Analysis	3
CJ 250	Administration of Justice	3
CJ 270	Victimology	3
CJ 315	Juvenile Delinquency	3
CJ 345	Criminal Law and Procedures	3
		Total: 15

### CONCENTRATION II: POLICING AND JUSTICE SYSTEMS

Course #	Course Name	# of Credits
CJ 101	Intro to Criminal Justice	3
CJ 120	Criminal Justice Report Writing	3
CJ 230	Foundations of Policing	3
CJ 300	Criminalistics	3

CJ 320	Leadership Assessment for Criminal Justice Professionals	3
		Total: 15

**CONCENTRATION III: SOCIAL INEQUALITY, SOCIAL CHANGE, AND SOCIAL INSTITUTIONS**

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
SC 101	Intro to Sociology	3
SC 201	Contemporary Social Problems	3
SC 304	Sociological Theory	3
SC 380	Research Methods	3
SC 401	Research Seminar	3
		Total: 15

# ENGLISH AND WRITING

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### ENGLISH MAJOR

Through the study of classic and contemporary texts from diverse voices and multiple genres, the English Major and Minor at Stritch foster a deep appreciation for storytelling and the written word. Employers value the humanities-based instruction that an English major receives in research techniques, critical analysis, and both written and verbal communication. The career options for an English Major are limitless, but include professions in education, law, publishing, public relations and marketing, human resources, fundraising and grant writing, and social media management.

Literary Studies Concentration + Cultural Studies Concentration + Additional Third Concentration + \*Professional Core

### CREATIVE WRITING MAJOR

In the Stritch Creative Writing Major, students work closely with faculty in multiple genres to cultivate the power of individual expression and develop their own voices. Through intensive training in both creative writing and cultural studies, students build the highly marketable skills of critical thinking, nuanced analysis, creativity, communication and collaboration. Accordingly, creative writing students thrive as copywriters, content designers, marketing and public relations specialists, technical writers, podcasters, and best-selling authors.

Writing Concentration + Cultural Studies Concentration + Additional Third Concentration + \*Professional Core

### PROFESSIONAL WRITING MAJOR

The Professional Writing Major marry the love of language with the practical writing skills essential in today's workplace. With a combination of creative and professional proficiencies, students will enter the workforce with experience and keen insight in a broad array of written forms and styles. From poetry, fiction, and nonfiction, to technical and business writing and communication, students will differentiate themselves across many career fields including nonprofit, content development and editing, publishing, and technical writing.

Writing Concentration + Professional Writing Concentration + EN 308 + Additional Third Concentration + \*Professional Core

### ENGLISH MINOR

Through the study of classic and contemporary texts from diverse voices and multiple genres, the English Major and Minor at Stritch foster a deep appreciation for storytelling and the written word. Employers value the humanities-based instruction that an English minor receives in research techniques, critical analysis, and both written and verbal communication.

Literary Studies Concentration + ONE of: EN208, 214, 216, 219, 308, 315, 316, 317, INTDS 230, or INTDS 252

### WRITING MINOR

In the Writing Minor, students work closely with faculty in multiple genres to cultivate the power of individual expression and develop their own voices. Through intensive training in both creative writing and cultural studies, students build the highly marketable skills of critical thinking, nuanced analysis, creativity, communication and collaboration.

Writing Concentration + ONE of: EN 150, 214, 216, 219, 252, 303, 308, 333, INTDS 230 or INTDS 241

### CULTURAL STUDIES MINOR

The Cultural Studies Minor offers courses that explore deeper meaning and cultivate the understanding and skills critical to success in a complex, multicultural world. Learning to create and critique cultural expressions helps students develop as critical thinkers, problem solvers, and global citizens.

Cultural Studies Concentration + One of: EN 150, 252, 208, 303, 315, 316, 317, 333, INTDS 241 or INTDS 252

### PROFESSIONAL WRITING MINOR

An expansion of the Professional Writing Concentration, the minor adds exposure to the strategies and techniques of persuasive communication and written techniques.

Professional Writing Concentration + EN 308 + CA 340

Note: A minimum grade of “C” is required for each course in these concentrations; this also includes any required prerequisite courses. Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

### **ENGLISH TEACHING MAJOR (FOR STUDENTS ALSO MAJORING IN SECONDARY EDUCATION)**

Literary Studies Concentration + EN 208 + EN 214 + EN 216 + EN 219 + EN 317 + ESL 412

### **ENGLISH TEACHING MINOR (FOR STUDENTS ALSO MAJORING IN EDUCATION)**

Literary Studies Concentration + EN 208

\*See page 34 for the Professional Core description and requirements

#### **CONCENTRATION I: LITERARY STUDIES**

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
EN 150	Introduction to Literature	3
EN 252	Literary Masterpieces	3
EN 303	Multicultural Literature	3
EN 333	Contemporary Literature	3
INTDS 241	African American Stories	3
		Total: 15

#### **CONCENTRATION II: WRITING**

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
EN 208	Intro to Creative Writing	3
EN 315	Poetry Workshop	3
EN 316	Fiction Workshop	3
EN 317	Write Your World: Creative Nonfiction	3
INTDS 252	Social Change Through Storytelling	3
		Total: 15

#### **CONCENTRATION III: CULTURAL STUDIES**

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
EN 214	Science Fiction & Fantasy	3
EN 216	Graphic Novel	3
EN 219	Film Studies	3
EN 308	Digital Witness	3
INTDS 230	Dialogues on Power, Privilege and Differences	3
		Total: 15

#### **CONCENTRATION IV: PROFESSIONAL WRITING**

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
EN 102	Research Writing	3

EN 228	Business Writing	3
EN 229	Technical Writing	3
EN 317	Write Your World: Creative Nonfiction	3
		Total: 12



# HISTORY

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### HISTORY MAJOR

As a History major you will gain a deep understanding of the most fascinating people and events that shaped the world. As you build a broad historical knowledge, you will hone your critical thinking, problem solving, and communication skills that are prized by employers. Stitch history program graduates are teaching, working in museums, serving in government and practicing law.

History Concentration + Global Perspectives Concentration + Additional Third Concentration + \*Professional Core

### HISTORY MINOR

As a History minor you will gain a deep understanding of the most fascinating people and events that shaped the world. As you build a broad historical knowledge, you will hone your critical thinking, problem solving, and communication skills that are prized by employers. Stitch history program graduates are teaching, working in museums, serving in government and practicing law.

History Concentration + HS 207

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: HISTORY

Course #	Course Name	# of Credits
HS 103	Ancient and Medieval Worlds	3
HS 202	History of the Modern World	3
HS 215	Building America: US History to 1877	3
HS 243	20 <sup>th</sup> Century US	3
HS 345	The United States in World War II	3
		Total: 15

### CONCENTRATION II: GLOBAL PERSPECTIVES

Course #	Course Name	# of Credits
HS 207	Introduction to Women's History	3
HS 263	Intercultural History of Latin America	3
HS 268	The Tumultuous Sixties	3
HS/POLS 232	International Politics	3
HS/POLS 341	U.S. Foreign Policy	3
		Total: 15

# INTERDISCIPLINARY STUDIES

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### INTERDISCIPLINARY STUDIES MAJOR

The Interdisciplinary Studies major is an opportunity for motivated students to experience an education that is truly in the liberal arts tradition. By crossing traditional disciplinary boundaries, students will be able to meet their educational goals by creating a major built on the strengths of multiple disciplines. Students interested in creating their own interdisciplinary major can work with their academic advisor to complete an Interdisciplinary Studies Major proposal.

The Interdisciplinary Studies Major is a logical combination of two or more concentrations that has not been assigned a name + \*Professional Core

Note: Some concentrations require a minimum grade of "C" in each course. This will be noted on the specific program page.

### EXAMPLES OF NAMED INTERDISCIPLINARY MAJORS

Students can pursue any of the named Interdisciplinary Majors listed below if it meets their academic and career goals.

#### **BA Bioinformatics**

Cellular Genetics Concentration+ Database and Informational System Sciences Concentration + Additional Third Concentration + MT 120 (minimum "C" grade) + MT 210 (minimum "C" grade) + \*Professional Core

#### **BA Biomedical Sales**

Human Biology Concentration + Corporate Communication + CA252 + MT 120 (minimum "C" grade) + Additional Third Concentration + \*Professional Core

#### **BA Business Communication**

Intro to Business Concentration + Advanced Business Principles Concentration + Corporate Communication Concentration + CA252 + MT 120 (minimum "C-" grade) + \*Professional Core

#### **BA Communication Through Art**

Social Media Concentration + Graphic Design Concentration + Additional Third Concentration + \*Professional Core

#### **BA Community Organization**

Business-to-Business and Community Relations Concentration + Social Inequality, Social Change, and Social Institutions Concentration + MT 120 (minimum "C-" grade) + Additional Third Concentration + \*Professional Core

#### **BA Computer Crimes**

Database and Information Systems Concentration + Criminology Concentration + Additional Third Concentration + MT 120 (minimum "C-" grade) + MT 210 (minimum "C" grade) + \*Professional Core

#### **BA Critical Race and Ethnic Studies:**

Social Identities: Intersections of Race, Gender, and Class Concentration + Latin America Studies Concentration + INTDS 241 + MT 120 (minimum "C-" grade) + Additional Third Concentration + \*Professional Core

#### **BA Human Social Services**

Applied Psychology: Clinical & Counseling Concentration + Applied Sociology: Social Work with Individuals, Groups, and Organizations Concentration + CA331 + MT 120 (minimum "C" grade) + Additional Third Concentration + MT 120 (minimum "C" grade) + \*Professional Core

#### **BA Humanities: Contemporary Society**

Religious Studies Concentration + Philosophy Concentration + History Concentration + \*Professional Core

#### **BA Humanities: Peoples and Culture**

Philosophy Concentration + Literary Studies Concentration + History Concentration + \*Professional Core

**BA Humanities: The Human Question**

Religious Studies Concentration + Philosophy Concentration + Literary Studies Concentration  
+ \*Professional Core

**BA Humanities: Disciplines in Dialogue**

Religious Studies Concentration + Literary Studies Concentration + History Concentration + \*Professional Core

**BA Nonprofit Management**

Business-to-Business and Community Relations or Social Media Concentration + Economics and Accounting Concentration + Professional Writing Concentration + MT 120 (minimum "C-" grade) + \*Professional Core

**BA Public Health**

Human Biology Concentration + Social Inequality, Social Change, and Social Institutions Concentration  
+ Additional Third Concentration + MT 120 (minimum "C" grade) + \*Professional Core

**BS Public Health**

Human Biology Concentration + Social Inequality, Social Change, and Social Institutions Concentration + Quantitative Chemistry Concentration + MT 120 (minimum "C" grade) + \*Professional Core

**BA Public Relations**

Business-to-Business and Community Relations Concentration + Social Media Concentration + Digital Arts or Graphic Design Concentration + MT 120 (minimum "C-" grade) + \*Professional Core

**BA Science and Technical Communication**

Corporate Communication Concentration + Human Biology Concentration + Additional Third Concentration + MT 120 (minimum "C" grade) + \*Professional Core

**BA Scientific Writing**

Writing Concentration + Quantitative Chemistry Concentration + Additional Third Concentration + MT 120 (minimum "C" grade) + \*Professional Core

**BS Social Justice**

Global Perspectives Concentration + Criminology Concentration + Social Inequality, Social Change, and Social Institutions Concentration + MT 120 (minimum "C-" grade) + \*Professional Core

**BA Social Media Marketing**

Human Resources and Marketing Concentration + Social Media Concentration + Additional Third Concentration + MT 120 (minimum "C-" grade) + \*Professional Core

**BA Spanish Biomedical Sales**

Human Biology Concentration + Corporate Communication Concentration + Spanish Language and Culture Concentration + CA 252 + MT 120 (minimum "C" grade) + \*Professional Core

**BA Sport Communication**

Introduction to Sport and Recreation Business Concentration + Corporate Communication Concentration  
+ Additional Third Concentration + MT 120 (minimum "C-" grade) + \*Professional Core

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

# MATHEMATICS

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### MATHEMATICS MAJOR

Thanks to the growing importance placed on technology, expert number crunchers are increasingly in demand. This degree prepares the student to be a keen analytical problem solver and a critical thinker. Graduates of this program could be employed in banking, statistics, engineering, teaching, market research, economics, law or meteorology. Every organization needs an employee who can problem solve, think critically, has the ability to analyze and manipulate precise data, construct logical arguments and communicate these ideas to others.

Mathematics I + Mathematics II + MT 120 (auxiliary course) + CS 212 (auxiliary course) + Additional Third Concentration + \*Professional Core

### MATHEMATICS MINOR

A minor in mathematics is a good support to any other major. It shows an ability to apply complex theories, and an ability to analyze data and statistics.

Mathematics I + MT 120 (auxiliary course)

Note: A minimum grade of "C" is required for each course in these concentrations; this also includes any required prerequisite courses. Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: MATHEMATICS I

Course #	Course Name	# of Credits
MT 210	Calculus I	4
MT 211	Calculus II	4
MT 315	Discrete Math	3
MT 325	Linear Algebra	3
		Total: 14

### CONCENTRATION II: MATHEMATICS II

Course #	Course Name	# of Credits
MT 212	Calculus III	4
MT 320	Geometry	3
MT 425	Abstract Algebra	3
MT 450	Numerical Analysis	3
MT 470	Theory of Probability and Statistics	3
		Total: 16

# MUSIC

## MINOR AND CONCENTRATION REQUIREMENTS

### MUSIC MINOR

A combination of music lessons and creative classwork, the Music cluster provides an opportunity to continue the study and practice of music in voice, guitar and/or piano on a University level, including composition and songwriting.

Music Concentration + MU 107 + THR xxx The Theater Experience

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

### CONCENTRATION I: MUSIC

Course #	Course Name	# of Credits
MU xxx	Lessons (Voice, Piano, Guitar)	3
MU 261	The Language of Music	3
MU xxx	The World of Music (new course)	3
MU xxx	Songwriting/Composition	3
		Total: 12

# PHILOSOPHY

## MINOR AND CONCENTRATION REQUIREMENTS

### PHILOSOPHY MINOR

The Philosophy minor offers the student an opportunity to reflect upon the perennial questions regarding human freedom, morality, politics, the existence of God, and more, all with an emphasis on critical thinking and logical analysis. This minor is a perfect complement to disciplines such as Business, Pre-Law, Pre-Medicine, Nursing, and the humanities.

Philosophy Concentration + PL 200 + One of: INTDS 221 or PL 305/POLS 305

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

### CONCENTRATION I: PHILOSOPHY

Course #	Course Name	# of Credits
PL 101	Introduction to Ethics	3
PL 104	Philosophy of Human Identity	3
PL 209	Critical Thinking: Logic	3
PL 315	Special Topics	3
		Total: 12

# POLITICAL SCIENCE

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### POLITICAL SCIENCE MAJOR

As a political Science student, you will study American government and law, international relations and government around the globe. As you master this content, you develop your critical thinking, problem solving and communication skills that are prized by employers. Political Science graduates are serving in government and non-profit organizations, practicing law, working in business.

Political Science Concentration + Global Perspectives Concentration + Auxiliary Course MT 120 + Additional Third Concentration + \*Professional Core

### POLITICAL SCIENCE MINOR

As a Political Science student, you will study American government and law, international relations and government around the globe. As you master this content, you develop your critical thinking, problem solving and communication skills that are prized by employers. Political Science graduates are serving in government and non-profit organizations, practicing law, working in business.

Political Science Concentration + POLS 232

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: POLITICAL SCIENCE

Course #	Course Name	# of Credits
HS 113/ POLS 102	American Government	3
HS/POLS 252	Intercultural History & Politics	3
HS 301/ POLS 303	The Law in American Politics	3
POLS 305	Justice and Power	3
HS/POLS 307	The Presidency	3
		Total: 15

### CONCENTRATION II: GLOBAL PERSPECTIVES

Course #	Course Name	# of Credits
HS 207	Women's History	3
HS 263	Latin America	3
HS 268	The Tumultuous Sixties	3
HS/POLS 232	International Politics	3
HS/POLS 341	U.S. Foreign Policy	3
		Total: 15

# PRE-PROFESSIONAL PROGRAMS

## DESCRIPTION

The three-year pre-professional certificate program satisfies the academic entrance requirements of most medical, veterinary, and pharmacy schools/colleges. Students will have the minimum requirements for application to the professional schools/colleges at the end of three years provided they follow the specified curriculum sequence designed for the program.

Stritch offers pre-professional programs in the following areas:

Pre-chiropractic

Pre-dentistry

Pre-med

Pre-optometry

Pre-pharmacy

Pre-physician assistant

Pre-veterinary

Students wishing to apply to a health professions school must declare their intention by the middle of the first semester of the sophomore year to either remain with the pre-professional certificate program or complete the Biology/Chemistry major. The University cannot guarantee completion of the certificate program in three years or the Biology/Chemistry major in four years unless the established curriculum sequence for the respective program is followed.

Most health professions schools require a high level of performance on a college specific admissions test (i.e. the MCAT Medical College Admission Test or GRE Graduate Record Examination) and a GPA of at least 3.4.

Required courses for the pre-professional program: BL 105, 106, 202 and 203, 306, 308; CH 113, 114, 201, 202, 211, 212, 302, 307; PY 201, 202; MT 120, 196 or higher; EN 102; one sociology course either SC 301, SC 203, SC 230 or SC 301; one psychology course.

Minimum grade of "C" (2.0 GPA) is required for each course in the Pre-Professional Certificate. If a student earns a grade lower than the minimum acceptable grade, he/she must repeat the course and earn a grade of "C" or higher for the course to count toward the certificate.

In order to earn a major in one of the sciences (Biology or Chemistry), a student completing the certificate program would need to take the following additional science courses:

Biology major: BL 113, 115, 307, 403, 405

Chemistry major: CH 308, 310, 403; MT 210/211

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.



# PSYCHOLOGY

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### PSYCHOLOGY: APPLIED/CLINICAL COUNSELING EMPHASIS MAJOR

The Psychology Major with an emphasis in Applied/Clinical Counseling is geared towards students who are interested in working with people in a counseling and mental health area. The major will prepare students for graduate studies in psychology.

Advanced Psychological Science Concentration + Applied Psychology: Clinical & Counseling Concentration + Auxiliary Course MT 120 + Additional Third Concentration + \*Professional Core

### GENERAL PSYCHOLOGY MAJOR

The General Psychology Major is geared towards students who are interested in working in a non-clinical work area such as research, higher education, or industrial organization. The major will prepare students for graduate studies in psychology.

Advanced Psychological Science Concentration + Psychology in the 21<sup>st</sup> Century Concentration + Auxiliary Course MT 120 + Additional Third Concentration + \*Professional Core

### PSYCHOLOGY MINOR

A minor in psychology is an excellent complement to majors in sociology, criminal justice, health care, business, and education.

Advanced Psychological Science Concentration + one course from Applied Psychology: Clinical & Counseling Concentration or Psychology in the 21<sup>st</sup> Century Concentration + Auxiliary Course MT 120

### BILINGUAL COUNSELING MINOR

Students interested in working with diverse populations of people in community, educational, and/or health care and business settings may be interested in the Minor in Bilingual Counseling. This minor focuses on helping students develop Spanish translation and interpretation skills.

PS 275 + PS 309 + PS 320 + SPN 204 + SPN 334 + SPN 341

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: ADVANCED PSYCHOLOGICAL SCIENCES

Course #	Course Name	# of Credits
PS 101	General Psychology	3
PS 290	Social Psychology	3
PS 303	Research Methods	4
PS 306	Applied Research	4
PS 405	History and Systems of Psychology	3
		Total: 17

### CONCENTRATION II: APPLIED PSYCHOLOGY: CLINICAL AND COUNSELING

Course #	Course Name	# of Credits
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PS 220 or PS 221	Child Psychology or Adolescent Psychology	3
PS 275	Cross-Cultural Psychology	3
PS 288	Psychology and Law	3
PS 309	Psychopathology	3
PS 320	Counseling and Psychotherapy	3
		Total: 15

### CONCENTRATION III: PSYCHOLOGY IN THE 21<sup>ST</sup> CENTURY

Course #	Course Name	# of Credits
PS 190	Lifespan	3
PS 250	Drugs and Behavior	3
PS 312	Women, Gender and Sexualities	3
PS 280	Health Psychology	3
PS 308	Personality Theory	3
		Total: 15

### Psychology Academic Policies

The following are the required grades for Psychology majors and minors:

- Minimum grades: No grade lower than a "C" will be accepted in all courses (required Psychology courses, elective Psychology courses and auxiliary courses, such as MT 120). A grade of "C-" or below is not acceptable. If a student receives a grade lower than "C" in a required course, the course must be repeated before taking the next course in the sequence. If a student receives a grade lower than "C" in three required and/or elective psychology courses, he/she will be dismissed from the major. No required or elective Psychology course and no required auxiliary course may be retaken more than once.
- Required grade point average for graduation: A minimum GPA of 2.75 in psychology courses (required and elective Psychology courses) is required in order to graduate as a Psychology major or minor.
- Required for PS 400 Independent Study and Directed Study: A minimum GPA of 3.0 in Psychology coursework is required. Consent of the instructor and approval by the department chair are needed.
- Students double majoring in Criminal Justice, Psychology or Sociology will take research classes in only one of the departments (CJ, PS, or SC). Two extra elective classes must be taken in the major in which the student does not take the research sequence.
- Contact the department chair for additional policies.

# RELIGIOUS STUDIES

## MINOR AND CONCENTRATION REQUIREMENTS

### RELIGIOUS STUDIES MINOR

The Religious Studies Minor offers the student an opportunity to enter the world of religious thought and belief, which is a fundamental part of the lives of over 86% of the world's population. This minor provides a pathway to church related careers such as: Campus Ministry, Chaplaincy, Christian Educator, and Youth Director, as it is a perfect complement to careers such as Business, Counseling, Community Organizing, Law, Nursing, Psychology and Social Work.

Religious Studies Concentration + PL 200 + INTDS 242

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

### CONCENTRATION I: RELIGIOUS STUDIES

Course #	Course Name	# of Credits
REL 103	Introduction to Christian Thinking	3
REL 104	World Religions	3
REL 202	Modern Science, Living Faith	3
REL 343	Catholic Social Teaching	3
		Total: 12

# SOCIAL STUDIES

The degree program in Social Studies combines the following disciplines; History, Political Science, Sociology, Psychology, and can be pursued as a 30-credit bachelor of arts degree (with History or Political Science concentration) or as a minimum 50 credit Broad Field Social Studies degree for secondary teacher certification.

## MAJOR AND MINOR REQUIREMENTS

Tracks in major:

Broad field social studies

Broad field social studies major for middle/secondary teachers

Social studies minor for elementary/middle teachers

### **SOCIAL STUDIES MAJOR FOR MIDDLE/SECONDARY TEACHERS:** 54 credits

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

Plan A: completion of a minimum of 54 credits to include an 18-credit minor in History, Political Science, or Sociology; and a minimum of 36 credits distributed over at least three of the other Social Studies subjects, Economics, History, Political Science, Psychology or Sociology. Teacher candidates will be certified in Broad Field Social Studies and in the minor area. Completion of a 9-credit area of study (as determined by the faculty advisors) in any of the additional areas will lead to DPI certification in that area of study.

Plan B: completion of a minimum of 54 credits to include a 30-credit major in History, Political Science, or Sociology; and a minimum of 24 more credits distributed over the remaining Social Studies subjects, Economics, History, Political Science, Psychology or Sociology. These courses will vary depending on the 30-credit major. Teacher candidates will be certified in Broad Field Social Studies and in the major area. Completion of a 9-credit area of study (as determined by the BFSS faculty advisors) in any of the additional areas will lead to DPI certification in that concentration.

The Department of Public Instruction approved models for Plans A and B (contained in the Stritch Teacher Licensure Programs) are to be followed in selecting courses to fulfill the Social Studies major for teaching preparation.

### **Social Studies Minor for Elementary Teachers:** 18 credits

Required courses for minor: HS 215, HS 243, xxx (new course tentative title World History since 1500), POLS 102, SC 203. In addition, one course in either a History concentration, Political Science concentration, or Sociology concentration.

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

# SOCIOLOGY

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### SOCIOLOGY MAJOR

Students in the sociology major learn about society, social problems, social change, diversity, and interactions within and between social groups. Undergraduates in sociology can enter a variety of fields such as: community service programs, human social services, education, health care, human resources, public and business administration, social justice and activism, non-profit leadership, marketing and survey research, policing, and urban planning.

Social Inequality Concentration + Social Identities Concentration + Auxiliary Course MT 120 + Additional Third Concentration + \*Professional Core

### SOCIAL WORK MAJOR

The social work major involves the application of sociological research, theories, and evaluation tools, as well as specific courses geared toward working with individuals and communities. This major is designed for students interested in careers in community organization and social services, and in preparation for graduate study. It is highly compatible with majors or minors in other disciplines such as business, criminal justice, nursing, and psychology. It also offers students an opportunity for real-world applications through field experience.

Applied Sociology Concentration + Social Identities Concentration + Auxiliary Course MT 120 + Additional Third Concentration + \*Professional Core

Note: SC 101 is a prerequisite for the major

### SOCIAL IDENTITIES MINOR

The minor in sociology is relevant to students who come to sociology because of their passions for social justice and interests in combating persistent social inequities and inequalities experienced around race, gender, class, nationality, sexuality, etc. This minor concentration will complement any applied career paths such as business, law, criminal justice, community organizing, social work, etc., OR students in other disciplines (political science, psychology, history, etc.) seeking to apply a social justice perspective to their fields of study.

Social Identities Concentration + PS 312

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

Students double majoring in Criminal Justice, Psychology or Sociology will take research classes in only one of the departments (CJ, PS, or SC). Two extra elective classes must be taken in the major in which the student does not take the research sequence.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: SOCIAL INEQUALITY, SOCIAL CHANGE, AND SOCIAL INSTITUTIONS

Course #	Course Name	# of Credits
SC 101	Intro to Sociology	3
SC 201	Contemporary Social Problems	3
SC 304	Sociological Theory	3
SC 380	Research Methods	3
SC 401	Research Seminar	3
		Total: 15

### CONCENTRATION II: SOCIAL IDENTITIES: INTERSECTIONS OF RACE, GENDER, AND CLASS

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
SC 202	Social Psychology	3
SC 203	Racial and Ethnic Groups	3
SC 301	Sociology of the Body	3
SC 302	Special Topics: Sociology of Gender	3
INTDS 212	Black and Latinx Identities in Pop Culture	3
		Total: 15

**CONCENTRATION III: APPLIED SOCIOLOGY: SOCIAL WORK WITH INDIVIDUALS, GROUPS, AND ORGANIZATIONS**

<b>Course #</b>	<b>Course Name</b>	<b># of Credits</b>
SC 210	Social Welfare Policy and Social Welfare	3
SC 211	Social Work Practice Methods I: Individuals	3
SC 212	Social Work Practice Methods II: Families and Groups	3
SC 216	Social Work Practice Methods III: Communities and Organizations	3
SC 403	Field Experience Internship	3
		Total: 15

# SPANISH LANGUAGE AND CULTURES

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### LATIN AMERICAN STUDIES MAJOR

This major gives students an in-depth understanding of the diverse and complex experiences of the Latin American communities. Through the study and research of the history, language, art, cultures, and the political and socio-economic realities of this region, students will develop valuable skills in today's global society, including an appreciation of cultures and worldviews, effective communication, information literacy and critical thinking skills.

Spanish Language and Cultures Concentration + Latin American Studies Concentration + One 300-level SPN course + choice of INTDS 212 or INTDS 220 + Additional Third Concentration + \*Professional Core

### SPANISH INTERPRETATION AND TRANSLATION MAJOR

This major is designed to provide students with a strong foundation in interpreting and translation skills. Courses in this area will help students develop Spanish language skills, problem-solving techniques and specialized training required to be highly-competent interpreters and translators. Students are trained to render accurate and culturally appropriate interpretation and translation services in business, finance, health care, legal, educational and literary fields.

Interpretation and Translation Concentration + Spanish Language and Cultures Concentration + one 300-level SPN Course + Additional Third Concentration + \*Professional Core

### LATIN AMERICAN AND TRANSLATION STUDIES MAJOR

Competent interpreters and translators must demonstrate a mastery of cultural understanding, theoretical knowledge and ethical competency. This integrated curriculum gives students with an advanced proficiency in Spanish and English an in-depth understanding of the diverse histories and complex experiences of the Latin American communities. At the same time, learners will gain an insight into the nature of language by comparing the target language to English, demonstrate understanding of cultural differences and various linguistic features of the Spanish language required to do interpreting and translation work.

Interpretation and Translation Concentration + Latin American Studies Concentration + One 300-level SPN course + Additional Third Concentration + \*Professional Core

### SPANISH LANGUAGE AND CULTURES MINOR

Students will gain the cultural understanding and intellectual abilities to communicate effectively in Spanish in a variety of settings. Courses in this particular minor inspire learners to participate, recognize, and appreciate the diversity of other cultures while increasing an understanding of students' own values and beliefs.

Spanish Language and Cultures Concentration + one 300-level SPN course + choice of INTDS 212 or INTDS 220

### LATIN AMERICAN STUDIES MINOR

This minor is interdisciplinary in nature. Courses draw knowledge from areas in literature, culture, history, sociology and art. This concentration provides students with the abilities to communicate effectively in Spanish and to think critically in an ever-changing, more connected world through the study of the rich and diverse history, civilization, literary and cultural products of Latin American communities and Latinos in the United States.

Latin American Studies Concentration + one 300-level SPN course + choice of INTDS 212 or INTDS 220

### INTERPRETATION AND TRANSLATION MINOR

This minor provides students with the fundamental skills in Interpreting and Translation and the required knowledge to render accurate and culturally appropriate interpretation and translation services. The required internship in this area offers students the opportunity to gain real-life experience in the I&T field while using their skills to make a difference in the community.

Interpretation and Translation Concentration+ one 300-level SPN course

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: SPANISH LANGUAGE AND CULTURES

Course #	Course Name	# of Credits
SPN 202	Advanced Intermediate Spanish <u>Prereq.</u> SPN 120 or SPN 201 or score of 384 or higher in WebCAPE exam or Dept. Approval)	3
SPN 203	Spanish Composition and Conversation I	3
SPN 204	Spanish Composition and Conversation II	3
SPN 313	El Sur, Salsa, Latin@s and More	3
		Total: 12

### CONCENTRATION II: LATIN AMERICAN STUDIES

(Prereq: SPN 204 or score of 600 or higher on WebCAPE exam or dept. Approval)

Course #	Course Name	# of Credits
SPN 309	Latin American Civilization	3
SPN 312	Counter Culture: Expressions of Identity and Resistance	3
SPN 331	Survey of Latin American Literature	3
SPN 365	Current Topics	3
		Total: 12

### CONCENTRATION III: INTERPRETATION AND TRANSLATION

(Prereq: SPN 204 or score of 600 or higher on WebCAPE exam or dept. Approval)

Course #	Course Name	# of Credits
SPN 334	Introduction to Interpretation and Translation: Theory, Practice, and Ethics	3
SPN 340	Business and legal Spanish Interpretation and Translation	3
SPN 341	Interpreting for Health Care	3
SPN 350:	Translation Workshop	3
SPN 360	Internship in Professional Communication and Spanish	3
		Total: 15

### Proficiency in a Foreign Language

Individuals are considered proficient in a foreign language when they can demonstrate:

- listening, speaking, reading, and writing skills in the language at the intermediate level or higher according to ACTFL guidelines;
- understand the main ideas of all speech, make inferences within the cultural framework of the language (intermediate level-superior);
- can follow linguistically complex discourse with cultural sensitivity (advanced level-superior);
- speak the language with precision in order to participate in a conversation (advanced level-superior);
- support their ideas and opinions with ease (advanced level-superior);
- read and understand a variety of literary texts (advanced level-superior)
- comprehend, hypothesize, and support their opinion regarding the academic reading (advanced level-superior);
- express themselves properly by writing memos, letters, and research papers (intermediate level-superior);



- have a wide vocabulary that allows them to present an argument and express their opinion in an accurate manner (advanced-superior).

### **RETROACTIVE CREDIT – FOREIGN LANGUAGES**

Retroactive credits may be awarded only by the Languages and Cultures Department. Students can earn retroactive credits only if they place into a foreign language course higher than the 110 level through the online placement exam and then take that course at Cardinal Stritch University and receive a grade of “B” or higher. The number of retroactive credits earned is determined by the course level at which the student begins foreign language study at the University, and a student can earn a maximum of 14 retroactive credits.

Retroactive credits can be used to fulfill the foreign language requirement. However, if students receive a grade lower than “B” in their first college-level foreign language course (not at the 110 level), they will not earn any retroactive credits.

Retroactive credits count towards the total credits required for graduation.

# THEATER

## MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS

### THEATER MAJOR

Develop your skills in all theatrical craft, creating a well-rounded theater professional with training and experience in performance, design, management, directing and more.

Theater Performance Concentration + Theater Design Concentration + Additional Third Concentration + \*Professional Core

### THEATER PERFORMANCE MINOR

Continue your training in performance with classes in improvisation, response, creativity, play and classical texts as well as developing your artistic instrument (yourself). Classes directly prepare students for performance in various productions each year as well as creative leadership.

Theater Performance Concentration + INTDS 211

### THEATER DESIGN MINOR

Continue your passion for theatrical craft with classes designed to develop all sides of the technical theater craft including sound, lights, set design and stagecraft. When paired with performance work and work-study in the scene or costume shop, students develop hands on skills for executing various theatrical events on a professional stage.

Theater Design Concentration + THR xxx The Theater Experience

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

\*See page 34 for the Professional Core description and requirements

### CONCENTRATION I: THEATER PERFORMANCE

Course #	Course Name	# of Credits
THR 201	Voice and Movement	3
THR 208	Intro to Acting	3
THR 303	Acting 2	3
THR xxx	Stage Make-up	2
THR xxx	Auditioning	1
THR 405	Directing	3
		Total: 15

### CONCENTRATION II: THEATER DESIGN CONCENTRATION

Course #	Course Name	# of Credits
THR 160	Intro to Backstage	3
THR 226	Digital Tools for theatrical Design	3
THR 304	Scenic Design and History	3
THR 312	Lighting and Sound Design	3
THR 405	Directing	3
		Total: 15

# **KELLNER COLLEGE OF EDUCATION, LITERACY AND LEADERSHIP**

## **MISSION**

The Mission of the Kellner College of Education, Literacy and Leadership 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.

# EDUCATION

The Undergraduate Teacher Education Program (UGTE) at Cardinal Stritch University prepares teachers to impact pupil learning through research-based methodologies and strong, positive relationships. We approach teacher education as a reflective, rigorous process through which teacher candidates learn about themselves, their pupils, and educational practice so our graduates can make the decisions necessary to impact pupil learning positively across all contexts and with all students.

This program is accredited by the Wisconsin Department of Public Instruction (DPI)

## TEACHER LICENSURE

Cardinal Stritch University offers teacher licensure in the following areas:

- Art: Early Childhood-Adolescence (Approximate ages: Birth-21 years)
- World Language: (Spanish) Early Childhood-Adolescence (Approximate ages: Birth-21 years)
- Theater: Early Childhood-Early Adolescence (Approximate ages: Birth-21 years)
- Regular Education: K-9 or Middle Childhood through Early Adolescence and Special Education K-12 or Middle Childhood through Early Adolescence
- Regular Education: K-12 or Early Childhood through Middle Childhood and Special Education: K-12 or Middle Childhood through Early Adolescence
- Regular Education: 4-12 or Early Adolescence through Adolescence and Special Education: K-12 or Early Adolescence through Adolescence
- Regular Education: K-9 or Early Childhood through Middle Childhood and English as a Second Language: Early Childhood through Middle Childhood
- Regular Education: Middle Childhood through Early Adolescence and English as a Second Language: Middle Childhood through Early Adolescence
  - Multiple Licenses: Regular Education: Early Childhood through Middle Childhood, Regular Education: Middle Childhood through Early Adolescence, English as a Second Language: Early Childhood through Middle Childhood, and English as a Second Language: Middle Childhood through Early Adolescence
- Regular Education: 4-12 or Early Adolescence through Adolescence and English as a Second Language: Early Adolescence through Adolescence
- Regular Education: K-12 or Early Childhood through Adolescence and English as a Second language: Early Adolescence through Adolescence
- All students seeking Early Adolescence-Adolescence or 4-12 licensure are required to complete a major in a content area. Content area majors available: Biology, Chemistry, Computer Science, English, History, Mathematics, Political Science, Science, Social Studies, Sociology, and Broad Field Social Studies (DPI approved areas of focus under Broad Field Social Studies include History, Political Science, Sociology, Economics, Psychology, DPI requires students to add a minor in History, Political Science, or Sociology with the Broad Field Social Studies Major).

## ADDITIONAL DUAL LICENSURE OPTION:

English as a Second Language (ESL): The English as a Second Language (ESL) minor leads to the Wisconsin state license for English as a Second Language. The ESL (395) license allows teachers to teach the English language to English Learners in classrooms at the developmental level specified on their license. Undergraduate teacher education students can add an ESL minor to their program of study to receive licensure at one of the following developmental levels:

- Early Childhood-Middle Childhood
- Middle Childhood-Early Adolescence
- Early Adolescence-Adolescence

Students should work with their advisor to determine which ESL license is appropriate for their program of study. All courses meet the accreditation standards of the Wisconsin Department of Public Instruction (DPI).

## NON LICENSURE PROGRAMS:

The Education Studies course experience provides education professionals with the opportunity to integrate their understanding of educational concepts and processes learned throughout the program of study, specific to the InTASC Core Teaching Standards. Participants will identify professional opportunities in learning organizations related to the education field, while demonstrating the knowledge, skills, and dispositions necessary to be an educational leader within their chosen organization. Additionally, participants will complete coursework that demonstrates their ability to apply knowledge of human development and cognitive neuroscience applied to the field of education.

Declaration of this major must be completed before the 2nd semester of a student's Junior/Third Year to ensure placement in a 16-week Internship is solidified in a timely manner. For seniors who wish to declare Education Studies, in order to have internship in a fall semester, must declare by March 1st of that year. For seniors who wish to have internship in a spring semester, they must declare Education Studies by October 1st of the preceding year.

Students who are Education Studies Majors and wish to declare a licensure track Education Major must have all required assessments passed for licensure track program matriculation and are required to meet with both their Academic Advisor and the Program Chair to discuss all requirements before they can officially declare a licensure track major.

### **BENCHMARK 1 REQUIREMENTS**

Students are officially accepted into the Teacher Education Program upon enrollment in ED 255: Benchmark I. To enroll in ED 225: Benchmark I, the following requirements must be met (these requirements also apply to transfer students):

- A minimum grade of "B-" in Written Communication (EN 101 and 102), Interpersonal Communication (CA 108) and their required math course.
- 2.75 GPA overall and in Education coursework.
- Students who have a 3.0 GPA overall, in their Education Major, in their Second major (if applicable) and in their licensable Minor (if applicable), and who have also received at least a B- in the *following* courses: CA 108, EN 102, and their required math course, will have their Praxis CORE requirement waived.
  - Students who do not meet all of these requirements must take the Praxis CORE: Passing scores on the three sections of the Praxis Core Academic Skills for Educators Test. A passing score within the past 10 years on the ACT, SAT or GRE can be accepted in place of the Praxis Core Test. See the Undergraduate Teacher Education Program handbook for detailed score information. Note: the Core Academic Test for Educators (CORE) replaced the Praxis I/PPST on September 1, 2014.
- **Education Studies Students Only:** Students are officially accepted into the Education Studies major upon *passing* ED 255: Benchmark I. To register for ED 255: Benchmark 1, the following requirements must be met (these requirements also apply to transfer students): 2.75 GPA overall and in Education coursework.

The Undergraduate Teacher Education Program does not grant exceptions to the Praxis requirement. Students may retake test sections as many times as necessary to achieve a passing score. If a student has sufficient reason to appeal this policy, he/she should initiate the appeal process with the Teacher Education Committee. Guidelines for this process are found in the Undergraduate Teacher Education Program Handbook.

### **BENCHMARK 2 REQUIREMENTS**

Students must earn a 3.0 GPA overall and in their Education Major, in their second major (if applicable) and in their licensable minor(s) (if applicable) in order to register for ED 355: Benchmark 2. In order to register for ED 355: Benchmark 2, transfer students must have transcripts submitted and on file in the Teacher Education Program office for all courses completed at a University other than Cardinal Stritch University.

### **BENCHMARK 3 REQUIREMENTS**

Students in the Education program must complete a minimum of 30 credits and their last two semesters at Cardinal Stritch University. In addition, students seeking licensure who earn a 3.0 GPA overall, in their Education Major, in their second major (if applicable) and in their licensable minor(s) (if applicable) will have their Praxis II requirement(s) waived and will be able to register for Student Teaching and ED 455: Benchmark 3.

- Students seeking licensure who do not meet the above requirements must pass the appropriate Praxis II: Content Knowledge Test and complete a comprehensive content portfolio with the respective Department Chair(s).

Teacher candidates in Wisconsin applying for an initial teaching license in elementary education and/or special education are required to take and pass the Foundations of Reading Test. The Foundations of Reading Test is required in order to register for Student Teaching and ED 455: Benchmark 3.

### **FOUNDATIONS OF READING TEST (FORT)**

The Foundations of Reading Test (FoRT) requirement for teacher candidates who seek an initial teaching license in special education-only will be waived if the teacher candidate successfully completes the Department of Public Instruction-approved FoRT alternative. The FoRT alternative includes (a) program-specific literacy courses, (b) feedback and coaching, and (c) a portfolio of key assessments of phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Cardinal Stritch University's policy states that students must have this assessment completed before they student teach. Cardinal Stritch University also has an exceptions policy which states that initial licensure teacher candidates may submit an appeal to the Teacher Education Committee for a waiver on the FoRT passing score requirement before they are allowed to student teach. Candidates should contact their program advisor for the FoRT appeal guidelines. This appeal process does not excuse teacher candidates from the entire assessment.

## **BACKGROUND CHECKS**

- All students in the Education programs are required to undergo a criminal background check. The checks are done previous to experiences in the field in P-12 schools to ensure protection to our partner schools and pupils.
- 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.
- A complete background check as prescribed under Wisconsin's law includes:
  - A completed self-disclosure Background Information Disclosure Form;
  - An electronic criminal history search from the Department of Justice Crime Information Bureau
- If the criminal background check should show a criminal background, the candidate is informed that this may prevent him/her from placement in P-12 school environments and affect his/her completing clinical course requirements and eligibility for licensure.
- Districts or schools which request information on the results of the background check are provided with a summary of the candidate's history so that they may decide whether to pursue additional background checks.

## **MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS**

### **LICENSURE PROGRAMS**

#### **Bachelor of Science in Elementary Education (74 Credits)**

Introduction to Education + Classroom Management and Culture + Reading Language Arts Integration + Elementary Curriculum and Methods + Elementary Education Application + Special Education

Auxiliary: Students must have a 3.0 combined GPA across the following content areas course groupings (core):

- English Language Arts: CA 108, EN 102 and EN 150 (3.0 combined GPA)
- Math: MT119 (3.0 GPA needed)
- Science: CH 107 and INTDS 221 (3.0 combined GPA)
- Social Studies: HS 243 and PS 190 (3.0 combined GPA)

#### **Bachelor of Arts in Secondary Education (63 credits)**

Introduction to Education + Classroom Management and Culture + Secondary Curriculum and Methods + Secondary Education Application

Auxiliary: Students must have a 3.0 combined GPA across the following content areas course groupings (core):

- English Language Arts: CA 108, EN 102 and EN 150 (3.0 combined GPA)
- Math: MT119 (3.0 GPA needed)
- Science: INTDS 221 (3.0 GPA needed)
- Social Studies: HS 243 and PS 190 (3.0 combined GPA)

All students seeking Early Adolescence-Adolescence or 4-12 licensure are required to complete a major in one of the following content areas: Biology, Chemistry, Computer Science, English, History, Mathematics, Political Science, Science, Social Studies, Sociology, or Broad Field Social Studies.

All students seeking Early Childhood-Adolescence licensure are required to complete a major in one of the following content areas: Visual Arts, Latin American Studies (Spanish), or Theater.

### **NON-LICENSURE PROGRAMS**

#### **Bachelor of Science in Education Studies (57 Credits)**

Introduction to Education + Classroom Management and Culture + Reading and Language Arts Integration + Elementary Curriculum and Methods + Education Studies Application

Auxiliary: Students must have a 3.0 combined GPA across the following content areas course groupings (core):

- English Language Arts: CA 108, EN 102 and EN 150 (3.0 combined GPA)
- Math: MT119 (3.0 GPA needed)
- Science: CH 107 and INTDS 221 (3.0 combined GPA)
- Social Studies: HS 243 and PS 190 (3.0 combined GPA)

**Bachelor of Arts in Education Studies (52 Credits)**

Introduction to Education + Classroom Management and Culture + Reading and Language Arts Integration + Secondary Curriculum and Methods + Education Studies Application

Auxiliary: Students must have a 3.0 combined GPA across the following content areas course groupings (core):

- English Language Arts: CA 108, EN 102 and EN 150 (3.0 combined GPA)
- Math: MT119 (3.0 GPA needed)
- Science: INTDS 221 (3.0 GPA needed)
- Social Studies: HS 243 and PS 190 (3.0 combined GPA)

**MINORS**

**English as a Second Language Minor:** 18 credits

Required courses for minor: ESL 410, 411, 412, 413, 416, RLA 314 or 345

**Reading Language Arts**

Required courses for the minor: RLA 307, 312, 314, 318, 345, 352

**Theater Performance**

Required courses for the minor: Theater Performance Concentration + INTDS 211

**Theater Design**

Required courses minor: Theater Design Concentration + THR xxx The Theater Experience

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

See page 34 for the Professional Core description and requirements

**CONCENTRATION I: INTRODUCTION TO EDUCATION**

Course #	Course Name	# of Credits
ED 101	Introduction to Education	3
ED 205	Education for Diversity	3
EDSED 225	Introduction to Inclusion Instruction and Assessment	4
EDSED 275	Fundamentals of Inclusive instruction and Assessment	3
		Total: 13

**CONCENTRATION II: CLASSROOM MANAGEMENT AND CULTURE**

Course #	Course Name	# of Credits
ED 490	Teaching and Professionalism	2
EDSED 340	Classroom Management and Culture I	3
EDSED 370	Classroom Management and Culture II	3
EDSED 395	Advanced Inclusive Instruction and Assessment	3
		Total: 11

**CONCENTRATION III: ELEMENTARY CURRICULUM AND METHODS**

Course #	Course Name	# of Credits

ED 313	Math Curriculum and Methods	3
ED 314	Science Curriculum and Methods	3
ED 315	Social Studies Curriculum and Methods	3
ED 318	Fine Arts Methods	3
		Total: 12

#### CONCENTRATION IV: READING LANGUAGE ARTS INTEGRATION

Course #	Course Name	# of Credits
RLA 307	Early Childhood Language, Learning, Literacy	4
RLA 312	Middle Childhood Language, Literacy, and Learning	4
RLA 314	Developmental Literacy Upper-Elementary-Middle School	4
		Total: 12

#### CONCENTRATION V: ELEMENTARY EDUCATION APPLICATION

Course #	Course Name	# of Credits
ED 255	Benchmark I	0
ED 355	Benchmark II	0
*ED 455	Benchmark III	0
EDSED 260	Field Experience I	1
EDSED 360	Field Experience II	1
**ED 481 or EDSED 481	Student Teaching	9
***ED 495	Professional Development Seminar	3
		Total: 14

#### CONCENTRATION VI: SECONDARY CURRICULUM AND METHODS

Course #	Course Name	# of Credits
****ED 380	Specific Secondary Content Methods	2
****PS 190	Life-Span Human Development	3
RLA 318	Reading/Language Arts in Middle-Secondary School	4
RLA 345	Adolescent Literacy	4
		Total: 13

#### CONCENTRATION VII: SECONDARY EDUCATION APPLICATION

Course #	Course Name	# of Credits
ED 255	Benchmark I	0
ED 355	Benchmark II	0
*ED 455	Benchmark III	0
EDSED 260	Field Experience I	1
EDSED 360	Field Experience II	1
**ED 481 or EDSED 481	Student Teaching	9
***ED 495	Professional Development Seminar	3
		Total: 14

#### CONCENTRATION VIII: SPECIAL EDUCATION

Course #	Course Name	# of Credits



EDSED 317	Foundations of Special Education	3
SED 325	Field Work II	1
SED 337	Formal and Informal Assessment	3
SED 355	Collaborating with Families and Communities	3
SED 463	Autism and Communication Disorders	2
		Total:12

**CONCENTRATION: EDUCATION STUDIES APPLICATION** (Note: this concentration does not have the required minimum credits to be used as one of the three that a student is required to take to meet their graduation requirement in the College of Arts and Sciences.)

Course #	Course Name	# of Credits
ED 255	Benchmark I	0
ED 355	Benchmark II	0
EDSED 260	Field Experience I	1
EDSED 360	Field Experience II	1
INTDS 290	Pre-internship	1
INTDS 403	Internship	6
		Total: 9

\*All Education Studies students take INTDS 403 instead

\*\*All Education Studies students take INTDS 403 instead

\*\*\*All Education Studies students take INTDS 403 instead

\*\*\*\* BA Education Studies students are waived from ED 380 and PS 190

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

## **MISSION**

The mission of the Ruth S. Coleman College of Nursing and Health Sciences (CONHS) is to create a challenging and affirming scholarly community, guided by the Franciscan Values, where faculty and students develop knowledge, skills, and attitudes that advance health, healthcare, and the healthcare professions through leadership, learning, and service.

# NURSING

The Bachelor of Science in Nursing (BSN) program prepares an individual to practice as a registered nurse (RN) at an entry level in any setting affecting health. The BSN program is rooted in Franciscan values with a liberal arts foundation. The BSN program graduate is eligible to take the National Council Licensure Exam –Registered Nurse (NCLEX-RN) to practice as a registered professional nurse with the approval of the State Board of Nursing.

The BSN program is accredited by the Commission on Collegiate Nursing Education.

Commission on Collegiate Nursing Education (CCNE)

655 K Street, NW, Suite 750

Washington, DC 20001

Telephone: (202) 887-6791

Web: <http://www.aacnnursing.org/CCNE>

The BSN program is approved by the Wisconsin State Board of Nursing.

Wisconsin State Board of Nursing

State of Wisconsin

Department of Safety and Professional Services

PO Box 8366

4822 Madison Yards Way

Madison, WI 53708-8366

(608) 266-2112

(877) 617-1565

Email: [dsps@wi.gov](mailto:dsps@wi.gov)

# BACHELOR OF SCIENCE IN NURSING (BSN)

The Bachelor of Science in Nursing (BSN) pre-licensure program prepares graduates for careers in professional nursing in a variety of settings. Students who complete the BSN program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

## PROGRAM OUTCOMES

The graduate is a knowledgeable professional nurse who will:

- Provide collaborative holistic person-centered care while supporting quality care outcomes through the use of current evidence and clinical decision making.
- Integrate health promotion and wellness strategies in the plan of care for persons, families, and populations across various settings.
- Demonstrate a spirit of inquiry through reflection of nursing practice to improve health and transform healthcare.
- Apply leadership concepts and skills during the provision, delegation, and supervision of nursing care delivered across healthcare systems, while retaining accountability for patient safety and quality.
- Utilize information and communication technologies to manage knowledge, educate, mitigate error, and support decision making in accordance with professional and regulatory standards for the promotion and restoration of health.
- Demonstrate professionalism congruent with the Franciscan values and the ethics and behaviors of the discipline of nursing.

## PROGRESSION INTO THE BSN MAJOR

All applicants to the BSN major are holistically reviewed through the University admission process. For progression into the BSN major, the following criteria must be met:

Completion of the following designated arts and sciences support course with a minimum grade of C+

- BL 113 Anatomy and Physiology I
- BL 115 Anatomy and Physiology I Lab
- BL 114 Anatomy and Physiology II
- BL 116 Anatomy and Physiology II Lab
- BL 202 Microbiology
- BL 203 Microbiology Lab
- CH 107 Fundamental Chemistry
- CA 108 Personal Branding
- EN 102 Research Writing
- PS 190 Life Span Human Development
- MT 120 Applied Statistics
- PL 102 Introduction to Bioethics

A student may repeat two designated arts and sciences support courses, one time.

These courses are required nursing courses that can be taken while completing the designated arts and sciences support courses. A minimum grade of C+ is required.

- HLTH 101 Medical Terminology
- NUR 110 Foundations of Nursing Practice
- NUR 210 Health Assessment

Additional BSN major progression requirements, as applicable, include:

- Students must have at least a C+ grade in all support courses in addition to a cumulative GPA of 2.75 or greater in courses taken at Stritch to progress into the BSN major.
- Submission of a letter of good standing for any student transferring into the BSN major who has previously attended or is currently attending a nursing program.
- F1 Visa students where English is a second language are required to submit a TOEFL (minimum score of 79) or IELTS (minimum score of 6.5).

A student who is appealing a progression decision may appeal to the BSN Program Chair or designee.

## **ADDITIONAL PROGRAM REQUIREMENTS**

The following are not admission requirements, but will be required to be completed within 90 days of starting in NUR 110 Introduction to Professional Nursing Practice:

- History and physical
- Tuberculosis (TB) screening
- Criminal background check
- 10 panel drug screen

The following must be completed prior to starting the first course with a clinical component, NUR 224 Adult/Geriatric Health: Chronic Care

- All required immunizations
- Certified Nursing Assistant (CNA) certification
- American Heart Association Basic Life Support (BLS) certification for healthcare provider

## **PROGRESSION IN THE BSN PROGRAM**

- A cumulative GPA of 2.75 or better on a scale of 4.0 each semester in courses taken at Cardinal Stritch University Stritch.
- A student must achieve a cumulative average of 83% (C+) in all nursing courses to be successful in a nursing course and progress in the major. The graded components of each course are used to calculate the final course grade. The weighting and computation of each assignment is stated in each nursing course syllabus. A student is required to complete all course assignments to pass each nursing course. Examinations and other graded components of the course will be calculated according to the stated weighting of each assignment in the nursing course syllabus, to determine the overall percentage for the course. This overall course percentage will determine the final course grade.
- In a nursing course that has a clinical component combined with a theory component, a student must achieve a satisfactory in the clinical component to be successful in the course. A student that achieves an unsatisfactory grade in clinical will not receive a grade higher than a "D" for the entire course.
- A student, who receives a grade of less than 83% (C+) and/or a withdrawal final grade, twice in the same nursing course or in two different nursing courses is deemed "program ineligible" and will be dismissed from the nursing program.
- All incompletes must be removed before progressing in the nursing major.
- A student may repeat two designated support courses one time.
- Enrollment in a nursing course with a clinical component is based on available clinical space. There is a process for determining who will be registered and accepted into nursing courses. Priority is listed from highest to lowest:
  - A student who enrolls and progresses in nursing courses in sequence, has met all clinical requirements, and clinical requirements verification are uploaded into Verified Credentials by the designated due date.
  - A student whose pre-planned academic plan is designed such that it does not follow the full-time BSN curricular plan.
  - A student who is out of the nursing sequence for a semester due to personal reasons (illness, pregnancy, family, etc.).
  - A transfer student who is currently enrolled for this semester and who plans to enroll in a nursing course during the next semester.
  - A student who is repeating a course for the following reasons as prioritized:
    - withdrew, satisfactory
    - withdrew, unsatisfactory
    - unsuccessful in course

## **RE-ADMISSION TO THE UNDERGRADUATE PROGRAMS**

A student academically dismissed from the nursing program in may appeal to be re-admitted. A student is academically ineligible to progress in the nursing program if the student withdraws from or receives an unsatisfactory course grade a total of two times.

The procedure for readmission is as follows:

- Complete and submit the official Readmission Appeal Letter (Appendix A of CONHS Student Handbook). Submit all required documents via student Wolfmail to the Associate Dean via student Wolfmail. The document will state the reason for the dismissal, documentation of how the reason for dismissal has been resolved, and a description of strategies that will be used to maintain the necessary academic standing in the CONHS. Documents submitted late will not be considered.
- The Admission, Progression and Retention Committee may recommend that the student be denied readmission to the CONHS, *or* recommend that the student be readmitted to the nursing program. If the student is readmitted, the Committee may require documented participation in specific academic support services/activities. The decision

regarding readmission to the CONHS will be made by the Associate Dean of the CONHS in collaboration with the Undergraduate Nursing Program Chair. Students will receive written notification of the decision.

- The student may appeal the readmission decision to the CONHS dean within 20 business days after the date of the notification letter. The decision made by the CONHS dean is final.
- If program readmission is granted and a student receives an unsatisfactory grade or withdraws from a course in the major, the student is ineligible to continue in the program or reapply for readmission to the program.

## **WITHDRAWALS FROM OR FAILURE IN NURSING COURSES**

The last date a student may withdraw from or change to audit status in a nursing course is consistent with the policy described in the General Academic Policy section of this catalog. This date is published in the syllabus for each nursing course. If a student withdraws from a course that is a prerequisite or co-requisite for another course they are taking in the same semester, the student must withdraw from both courses.

## **LICENSURE**

State law mandates that an applicant to the Department of Regulation and Licensing Board of Nursing who has a pending criminal charge or has been convicted of any crime or ordinance violation shall provide the board all related information necessary for the board to determine whether the circumstances of the arrest or conviction or other offense substantially relate to the circumstances of the licensed activity (Wisconsin Administrative Code: Rules of the Board of Nursing N2. Further information can be found on the Wisconsin Department of Safety and Professional Services website at:

<https://dsps.wi.gov/pages/Home.aspx> .

In order to practice as a Registered Nurse in the State of Wisconsin, a person needs to take the National Council Licensure Exam – Registered Nurse (NCLEX-RN). The NCLEX-RN is administered year-round via Computerized Adaptive Testing (CAT). Eligibility for examination is determined by the Wisconsin Board of Nursing. The application process for the licensure can be found on the Wisconsin Department of Safety and Professional Services website at:

<https://dsps.wi.gov/pages/Professions/RN/Default.aspx>.

During the final nursing course, NUR 428 Transition into Professional Practice, applications for RN licensure will be completed and filed with the Wisconsin Department of Regulation and Licensing or the state of licensure if not Wisconsin. The information for application to the National Council of State Boards of Nursing will also be given in NUR 428.

*A Statement of Graduation or Completion* is submitted by the Undergraduate Nursing Program Chair to the State Board of Nursing only upon completion of all requirements for the BSN program and graduation. The Board of Nursing will issue a temporary permit when the *Statement of Graduation or Completion* is received and the *Request for Temporary Permit for Registered Nurse or Licensed Practical Nurse* on file with the Board of Nursing. This procedure follows that stated in the Wisconsin Administrative Code Statutes and Rules of the Board of Nursing. The application process for the temporary permit can be found on the Wisconsin Department of Safety and Professional Services website at:

<https://dsps.wi.gov/pages/Professions/RN/Default.aspx>.

Upon successfully passing the examination, a license will be issued to practice as a Registered Nurse in Wisconsin. Students applying for licensure in another state are responsible for obtaining the application from the state where licensure is desired and following the procedure for licensure as regulated by that state.

## **MAJOR REQUIREMENTS**

The suggested sequence is as follows:

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

## **SUGGESTED BSN PROGRAM PLAN**

### **Semester I**

BL 113/115 Anatomy & Physiology I Theory and lab  
CA 108 Personal Branding  
CH 107 Fundamental Chemistry  
EN 102 Research Writing  
SEM 110 Stritch Seminar

**Semester II**

BL 114/116 Anatomy & Physiology II Theory and lab  
HLTH 101 Medical Terminology  
PS 190 Life Span Human Development  
SPN 110 Spanish Language and Culture  
Core course

**Semester III**

BL 202/203 Microbiology Theory and Lab  
NUR 110 Foundations of Professional Nursing Practice  
PL 102 Introduction to Bioethics  
Core course  
Elective course

**Semester IV**

MT 120 Applied Statistics  
NUR 210 Health Assessment  
PL 200 The Human Conversation  
Elective course  
Elective course

**Semester V**

NUR 220 Pathophysiology  
NUR 222 Pharmacology  
NUR 300 Nutrition for Health  
Elective course  
Elective course

**Semester VI**

NUR 224 Adult/Geriatric Health: Chronic Care  
NUR 310 Evidence-Based Nursing Practice  
NUR 314 Mental Health  
Elective course

**Semester VII**

NUR 322 Maternal Newborn Health  
NUR 324 Pediatric Health  
NUR 412 Adult/Geriatric Health – Acute Care

**Semester VIII**

NUR 420 Population Focused Health  
NUR 424 Leadership for change  
NUR 428 Transition into Professional Practice

# BACHELOR OF SCIENCE IN RESPIRATORY THERAPY COMPLETION PROGRAM

The Ruth S. Coleman College of Nursing and Health Sciences offers a Bachelor of Science in Respiratory Therapy Completion (BSRT-C) program for registered respiratory therapists in an online format. The courses are taught in accelerated six- or twelve- week time periods allowing students to complete the degree in approximately two years.

The BSRT-C program student outcomes are:

- Incorporate Franciscan Values into interactions in the academic and clinical settings and in professional relationships.
- Use research and evidence-based practice as a basis for planning and providing care.
- Abide by the legal, ethical, and professional respiratory care practice standards as defined by the American Association for Respiratory Care's (AARC) Statement of Ethics and Professional Conduct (see end of Section VIII) and the student's state licensing body.
- Apply a systematic process to meet the respiratory care needs of patients.
- Collaborate and utilize communication theory (in written, verbal, nonverbal, and electronic forms) to meet the health needs of patients in professional respiratory therapy practice in order to maximize health outcomes.
- Demonstrate leadership by influencing others to perform to the best of their ability and to improve the delivery of care.
- Protect the physical, emotional, and spiritual safety of the patient.
- Treat patients and others with sensitivity to diversity in culture, age, gender, disability, sexual orientation, socioeconomic status, and healthcare beliefs and practices without judgment and without discrimination.
- Analyze theories, concepts, assumptions, ideas, inferences, arguments and conclusions that influence health and healthcare.
- Assist the patient and family to navigate the healthcare system to maximize health outcomes.

## ADMISSION TO THE BSRT COMPLETION PROGRAM

The admission policies of the Ruth S. Coleman College of Nursing and Health Sciences adhere to the general admission policies and procedures of the University. In addition, all applicants who enter the BSRT Completion program must:

- Have attained the RRT credential from the National Board for Respiratory Care (NBRC)
- Have an overall 2.33 GPA on a scale of 4.0, which includes all respiratory therapy and non-respiratory therapy course work
- Have current respiratory care licensure in their state of residence and/or employment

## Transfer/Articulation

- Students articulating from a Wisconsin Technical College System (WTCS) Program (who fall under 1997 curriculum requirements and after) will transfer up to 70 total credits from the A.A.S. in Respiratory Therapy.
- A student must earn credits to meet all core obligations. These liberal arts core courses may be taken at Cardinal Stritch University or transferred from another university or college.
- If a student is articulating from a non-WTCS school or falls outside articulation criteria, the evaluation of non-respiratory therapy articulation/transfer credit will be done on a case-by-case basis through the admissions department of Cardinal Stritch University.
- Transfer of respiratory therapy credits requires evaluation by the Registrar and Health Sciences Chair or BSRT coordinator or designee to determine the applicability of upper-level respiratory therapy courses in the BSRT Completion program.

## PROGRESSION IN THE BSRT COMPLETION PROGRAM

- A cumulative GPA of 2.33 or greater on a scale of 4.0 in courses taken at Cardinal Stritch University is required for progression in the BSRT completion program.
- The attainment of a minimum grade of 80% (C) is required in each respiratory therapy course.

Failure to meet these progression criteria will result in dismissal from the BSRT Completion program.

## Re-admission to the Ruth S. Coleman College of Nursing and Health Sciences



Students who withdraw from the BSRT Completion program or are unable to progress may seek re-admission as outlined in the policy in the College of Nursing and Health Sciences Student Handbook.

### **Policy for Transfer of Credit Following Enrollment**

The expectation is that the nursing student will take all courses at Cardinal Stritch University. Once the student has enrolled, credit cannot be transferred to Stritch without prior permission obtained from the Registrar and the Ruth S. Coleman College of Nursing and Health Sciences Chair, program coordinator or designee.

## **BSRT COMPLETION CURRICULUM**

Courses in the BSRT Completion program are taught in an accelerated format. Courses are taught one at a time throughout the year with short breaks. The length of the program is dependent on the number of credits (respiratory therapy and non-respiratory therapy) that the student transfers in. The general length to program completion is two years.

Note: Some required courses in concentrations, majors, and minors have prerequisites that are not listed on the program pages. Please check the course descriptions for specific course prerequisites or talk to your advisor for more details.

### **Liberal Arts Core Requirements**

*(Many of these credits may be earned through prior coursework)*

#### **Mission**

*Stritch Seminar*

- SEM 103 Stritch Seminar for Health Professionals

*Spiritual & Ethical Literacy (Choose one)*

- PL 200 The Human Conversation or REL 104 World Religions

#### **Foundational Literacies/Skills**

*Personal Branding Communication*

- CA 108 Personal Branding

*Writing for the 21<sup>st</sup> Century*

- EN 102 Research Writing

*Quantitative Problem Solving (Choose one)*

- MT 113 Applied Algebra for Health Sciences
- MT 119 Quantitative Reasoning
- MT 120 Applied Statistics

#### **Language and Culture**

- SPN 110 Spanish Language & Culture I

#### **The Arts (Choose one)**

- EN 150 Introduction to Literature
- MU 107 American Popular Music

#### **Interdisciplinary Core**

*Narrative of Identity (3 credits from this theme)*

- PL 102 Introduction to Bioethics – required

*Science, Environment & Culture (4 credits from this theme)*

- BL113/115 Anatomy and Physiology I Theory and lab – required

*The American Experience (3 credits from this theme)*

- INTDS 230 Dialogues on Power, Privilege and Differences
- PS 190 Life-span Human Development

### **Respiratory Therapy Course Requirements**

- RESP 301 Advanced Concepts in Respiratory Disease
- RESP 306 Advanced Hemodynamic Monitoring and Assessment
- RESP 311 Advanced Concepts in Mechanical Ventilation
- RESP 321 Leadership in Respiratory Therapy
- RESP 411 Respiratory Therapist as an Educator
- RESP 421 Emergency & Critical Neonatal and Pediatric Respiratory Care
- RESP 441 Respiratory Care Research
- RESP 451 Respiratory Therapy Capstone

**Electives**

- Three General Elective credits are required

# COURSE DESCRIPTIONS

## **AC 201 Accounting I - Financial (4 Cr.)**

This is an introduction to basic accounting principles, double-entry accounting, preparation of balance sheets, income statements, and statements of cash flows for effective planning, controlling, and decision-making. Prerequisite: MT106, MT107 or higher math placement.

## **AC 202 Accounting II - Managerial (4 Cr.)**

This course focuses on the study of accounting information provided to managers. Topics include cost behavior, job order costing, process costing, cost-volume-profit analysis, master budgets, standard costing, flexible budgets, relevant cost decisions, and activity-based costing. Prerequisite: AC 201.

## **AC 205 Survey of Financial Accounting (3 Cr.)**

This course is an overview of the accounting process and presents the nature of accounting information and how it is used in managerial decision-making. It focuses on basic accounting knowledge and the relationships among balance sheets, income statements, statements of cash flow, and statements of retained earnings. Prerequisite: MT 106 or equivalent.

## **AC 206 Survey of Managerial Accounting (3 Cr.)**

This course focuses on the study of accounting information provided to managers. Topics include cost behavior, cost-volume-profit analysis, budgeting, and relevant cost decisions. Prerequisite: AC 205 or ASB 205; MT 106 or MT 107.

## **AC 207 Financial Accounting (3 Cr.)**

This is an introduction to basic accounting principles, double-entry accounting, preparation of balance sheets, income statements, and statements of cash flows for effective planning, controlling, and decision-making. Prerequisite: MT 106 or MT 107 or higher math placement.

## **AC 208 Managerial Accounting (3 Cr.)**

This course focuses on the study of accounting information provided to managers. Topics include cost behavior, job order costing, process costing, cost-volume-profit analysis, master budgets, standard costing, flexible budgets, relevant cost decisions, and activity-based costing. Prerequisite: AC 201 or AC 207.

## **AC 301 Intermediate Accounting (4 Cr.)**

This is the study of accounting theory and standards as well as the application of generally accepted accounting principles (GAAP) to current assets, plant equipment, intangibles, current and long-term liabilities, and stockholders' equity of the accounting entity. Also covered are International Financial Reporting Standards as they pertain to course material. The Financial Accounting Standards Board (FASB) Codification also is introduced. Prerequisite: AC 201.

## **AC 302 Advanced Financial Accounting (3 Cr.)**

This course is an extension of the theory and applications of generally accepted accounting principles (GAAP) to dilutive securities, earnings per share, investments, revenue recognition, the statement of cash flows, and accounting for leases, pensions and income taxes. Also covered are International Financial Reporting Standards as they pertain to course material. The Financial Accounting Standards Board (FASB) Codification is used to perform accounting research. Prerequisite: AC 301.

## **AC 304 Intermediate Accounting I (3 Cr.)**

This is the study of accounting theory and standards as well as the application of generally accepted accounting principles. Topics include the balance sheet, the income statement, revenue recognition, and cash and receivables. Also introduced are the

International Financial Reporting Standards and the Financial Accounting Standards Board Codification. Prerequisite: AC 201 or AC 207.

### **AC 305 Intermediate Accounting II**

**(3 Cr.)**

This is an extension of the study of accounting theory and standards as well as the application of generally accepted accounting principles. Topics include inventory; property, plant and equipment; intangible assets; investments; current liabilities; and bonds and long-term notes. The course also covers International Financial Reporting Standards and the Financial Accounting Standards Board codification. Prerequisite: AC 304.

### **AC 306 Intermediate Accounting III**

**(3 Cr.)**

This course extends further the study of accounting theory and standards as well as the application of generally accepted accounting principles. Topics include the cash flows statement, leases, income tax accounting, pensions, shareholders' equity, share-based compensation, accounting changes, and error corrections. The course also covers International Financial Reporting Standards and the Financial Accounting Standards Board Codification. Prerequisite: AC 305.

### **AC 310 Advanced Accounting**

**(3 Cr.)**

This course covers accounting theory and practice involved in the contraction and expansion of business organizations, including parent-subsidiary relationships, business combinations, consolidated financial statements, and foreign operations. Advanced topics include non-profit accounting, partnership accounting, foreign currency transactions, and translation of foreign currency financial statements. Prerequisite: AC 304.

### **AC 330 Accounting Information Systems**

**(3 Cr.)**

This course is a study of the principles and technology underlying the flow of information in an accounting system. Topics include databases, data warehouses, networks, systems analysis and design, computer security, and information systems controls. Prerequisite: AC 304.

### **AC 360 Income Tax Accounting I**

**(3 Cr.)**

This course focuses on federal income tax laws as they apply to individuals. Prerequisite: AC 207.

### **AC 361 Income Tax Accounting II**

**(3 Cr.)**

The emphasis in this course is on federal taxation as it applies to regular and S corporations, partnerships, estates, and gifts. Prerequisite: AC 360.

### **AC 366 Cost Accounting**

**(3 Cr.)**

This is the study of cost accounting as a managerial tool for business strategy and implementation. Specific topics include activity-based costing and management, pricing, the balanced scorecard, profitability analysis, cost allocation, inventory management, and management control systems. Prerequisite: AC 208 or AC 304.

### **AC 368 Auditing**

**(3 Cr.)**

This course covers general principles of auditing including preparation of working papers and the examination, evaluation and reporting of financial data. Topics include auditing standards, evidence, ethics, internal control, audits, sampling, computerized systems, legal responsibilities, reporting responsibilities and procedures. Prerequisite: AC 304.

### **ART 101 2-D Digital Design**

**(3 Cr.)**

This is an introduction to the fundamental concepts and skills of visual art and graphic communication in the digital realm. Emphasis is placed on the elements, principles and techniques of making art and designing two-dimensionally. Special considerations for creating art/design in Photoshop and Illustrator will be addressed, including specialized terminology, image creation, digital color, and printing. The course provides an introduction to developing creative strategies and workflow

combined with an understanding of image and content establishing skills that strengthen the student's ability to make, evaluate and discuss works of art/design.

### **ART 111 Photographic Processes**

**(3 Cr.)**

Photography is essentially the language of visual perception accomplished through the manipulation of light and time. This course will introduce historical events, visual concepts and basic technical digital and film methods that enable the beginning photographer to communicate visual impressions more effectively. Students will learn methods of black and white film photography that include SLR camera handling, image composition, film exposure, chemical processing, printmaking and presentation techniques. Individual and group discussion will facilitate historical, technical and aesthetic understanding of photography as a means for personal expression.

### **ART 115 Web and Time Based Media**

**(3 Cr.)**

This is an introduction to the techniques of creating art and design on multiple platforms. Participants will explore the fundamental concepts and skills of sound, video and web-based publishing. Principles of design, design theory and techniques learned in this class can be applied across all disciplines including visual art, design and communications.

### **ART 123 Drawing**

**(3 Cr.)**

This course is an introduction to the materials, techniques and methods of naturalistic drawing. It provides an overview of the history and concepts of drawing and introduces students to still life, figure, abstraction, anatomy, landscape and common studio practices.

### **ART 125 Painting**

**(3 Cr.)**

This course is an introduction to the techniques and methods of painting. Students will explore the history of painting, color theory and materials of the painter. Studio safety and practice with water mixable oils and other modern paint mediums also will be explored.

### **ART 129 Printmaking I**

**(3 Cr.)**

This studio course is an overview of the technical and conceptual principles of various printmaking processes, both traditional and contemporary. Methods include monotype, dry point intaglio, reduction lino-cut, and mixed media. Topics and discussion will introduce concepts related to surface design, digital images and alternate photo processes.

### **ART 131 3-D Concepts: Form, Space, Time**

**(3 Cr.)**

Offering students an introductory experience in three-dimensional art, this course explores concepts in 3-D design and sculpture. Students will experiment with additive/subtractive, composite, and methods to create studio projects dealing with space, site, movement, time, form, and the human figure. Emphasis will be placed on developing a personal artistic vision and studio practice through writing and reading about art.

### **ART 133 Ceramics**

**(3 Cr.)**

Students will be introduced to the fundamental technical information necessary for skilled, expressive and safe use of equipment and materials to create three-dimensional works in clay. Included are a variety of hand-forming, finishing and glazing methods to provide a vocabulary with which to express ideas effectively. This course is contextualized within the historical continuum of human clay use, from very ancient times to the present.

### **ART 135 Metalsmithing I**

**(3 Cr.)**

This introduction to the traditions of metalwork provides a basis for students to produce contemporary jewelry, stained glass and metal objects. Students explore various techniques from soldering to stone setting, enabling them to produce finished works with the use of metals, including copper, brass and silver. Prerequisite: ART 101, ART 131.

### **ART 141 Art History Survey I: Ancient and Medieval**

**(3 Cr.)**

This course will serve as an introduction to the art history of the Ancient and Medieval eras. Specific areas that will be discussed include painting, sculpture and architecture with emphasis on the ancient world, the Christian eras prior to the Middle Ages and Medieval Europe. This course satisfies the General Education (Core) requirement.

**ART 142 Art History Survey II: Renaissance/Modern****(3 Cr.)**

This is a survey of the art of Western Civilization through the exploration of painting, sculpture and architecture with emphasis on Renaissance Europe, Baroque and the Modern period. There will be art projects and short lectures with a focus on active learning. The course satisfies a General Education (Core) requirement.

**ART 150 Arts Integration****(3 Cr.)**

Arts Integration is an introductory approach to understanding art in both theory and practice. The course addresses how people perceive and understand visual art today and considers both the personal and social meaning of visual artworks within their historical and cultural context. Arts Integration is a multi-media course intended to give students an introduction to the history and terminology of art and design as well as the uses of certain visual media. The class will discuss basic issues dealing with how to look at and understand artwork. Students will work with materials and processes used by artists, combined with a closer examination of several select artists. Arts Integration will consist of lectures, video screenings, group discussions, field trips to view and experience art, written responses to art-related articles, videos and class experiences, quizzes, sketchbooks, studio art projects and presentations about those projects.

**ART 202 Digital Applications I****(3 Cr.)**

This course focuses on the theory and practice of page layout for multi-platform publications. Emphasis is equally placed on gaining fundamental knowledge of current software used in the art/design profession and design methods and considerations particular to each of the various types of publications and their platforms. Prerequisite: ART 101, ART 115 or instructor consent.

**ART 203 Bugs, Bitmaps and Banksy****(3 Cr.)**

This course will provide an introduction to the evolution of technology in the arts and illuminate the impact of the continuum of digital technologies. Students will deepen their understanding of the influence various artists and their art -- from traditional studio to artists using the latest technologies -- are having on visual culture and the culture, in general. An emphasis will be placed on contemporary issues, topics and image-making technologies. Students will create innovative, informed, original and personal projects utilizing each students' strengths and knowledge to explore this compelling topic that is at the forefront of our culture. By the end of the class students will recognize the vast reach of power and influence that art and design have in the digital realm and the society at large.

**ART 205 Graphic Design****(3 Cr.)**

This course is the first in a sequence of graphic design courses dealing with the interaction of text and image, the fundamental components of graphic communication. Students will develop and hone skills in working with text and image as they create solutions to a series of design problems. Visual literacy will be increased through exposure to contemporary design issues and graphic design history. Students will be expected to expand their proficiency in all aspects of the design process, including the use of formal design principles, information organization, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation.

**ART 210 Documentary Filmmaking****(3 Cr.)**

This interdisciplinary production and theory course will explore the use of digital media as a cogent and vital method of storytelling. Students will learn hands-on production techniques that will include digital still and video cameras and post-production editing software. Personal and social narratives are deeply embedded in the fabric of documentary filmmaking. Drawing on individual students' passions and interests, this course will focus on creating short digital narratives that shed light on and provide a voice for the untold stories found in our diverse community. Students will be encouraged to seek out individuals and organizations that need creative solutions and technical assistance in telling their digital story.

**ART 211 Digital Photography  
(3 Cr.)**

This course will explore basic technical and aesthetic considerations of digital photography, image editing and printing with Adobe Bridge and Photoshop. Students will become proficient in the use of a digital SLR camera and basic location lighting techniques. Students will demonstrate (through their work) technical comprehension of the tools of a digital camera including shutter speed, aperture, exposure metering, ISO, white balance, and digital capture modes. Students will craft their own digital workflow method using Adobe Bridge and Photoshop and understand differences between JPEG vs. RAW files, bit depth, resolution, interpolation, sharpening and more. Class discussions and projects will focus on portrait, environmental landscape and documentary themes in photography.

**ART 217 Images of Women in Film  
(3 Cr.)**

This course is an introduction to the depiction of women in Hollywood films from the 1920s to the present from the critical perspective of feminist film theory. Particular emphasis is placed on major women directors, writers and other artists who have contributed significantly to the development of film art. This course includes the viewing of representative films. This course also is listed under EN 217.

**ART 223 Drawing II  
(3 Cr.)**

This course is a survey of various contemporary approaches to the ideas, materials and methods of drawing. There is an emphasis on life drawing and conceptual currents in the art world. Prerequisite: ART 123.

**ART 225 Painting II  
(3 Cr.)**

This is a survey course focusing on diverse contemporary approaches to the formal, conceptual and material methods of painting. Emphasis is placed on the expressive and conceptual forms of painting in the context of recent art history. Prerequisite: ART 125.

**ART 229 Printmaking II  
(3 Cr.)**

This course focuses on the intermediate development of the technical and conceptual principles of printmaking. Emphasis is placed on the development of individual experimentation and expression. Prerequisite: ART 129 or consent of instructor.

**ART 233 Ceramics II  
(3 Cr.)**

This course includes instruction in throwing functional ceramic ware on the wheel along with exploration of surface design through glazing and other methods of patterning. Open to non-art majors.

**ART 239 Typography and Image  
(3 Cr.)**

This is an introduction to the fundamental principles of typography, where type is regarded as an image that serves a variety of communicative purposes. Emphasis is placed on exploring issues of form and meaning, hierarchy, legibility and readability, structure and composition, and the design process. While typography is a highly focused branch of communication design, this introduction to type as image serves to open a path for students to study all facets of graphic design, digital media and photography in subsequent courses. Students will use both traditional materials and design tools as well as computers.

**ART 301 Radical Art, Vivid Awareness, Present Moment  
(3 Cr.)**

This broad-based, experiential course introduces students to mindful-awareness practices and its roots, and current social, scientific and psychological contexts, through the arts and creativity. Rooted in many spiritual traditions, mindful-awareness is the innate capacity of the mind to be aware of the present moment in a nonjudgmental way. Art, defined as “the expression or application of human creative skill and imagination,” and creativity are central to the class as both a conduit for learning and experiencing mindful-awareness, as well as a method and mode of expression in and of itself. By maintaining a daily mindfulness practice, students will investigate the powerful social, interpersonal, spiritual and physical effects of practicing mindful awareness as part of their everyday lives. Students will be introduced to and practice skills, techniques and exercises that can be applied on the individual level and in the communities in which they live. Benefits of the practice include: the ability to better cope with stress, difficulty and illness; the development of empathy, compassion, and listening skills; a sense

of feeling more at ease and at peace; and the enhancement of emotional intelligence. No prior experience in mindful-awareness or artmaking is required.

**ART 305 Graphic Communication  
(3 Cr.)**

This is the second in a sequence of graphic design courses and builds upon previous course content beyond the basics of multi-page documents and information organization. Students will develop and hone skills in working on sophisticated concepts and applying them to problem-solving methodologies in the form of various exercises and projects. Emphasis is placed on developing strength and confidence in their individual creative practice and their role as professional designers. Students will be expected to expand and deepen their proficiency in all aspects of the design process, including the use of innovative thinking, proactive problem solving, comprehensive research and planning, appropriate and mature solutions for execution and presentation. Topics include an introduction to mood boards and research/design process for visual identity for branding and small business. Prerequisite: ART 205.

**ART 309 Digital Imaging  
(3 Cr.)**

This interdisciplinary studio course examines the technical and conceptual aspects of digital image creation and manipulation. Emphasis is on the production of expressive personal images originating on both film and digital capture technologies. Prerequisite: ART 101, ART 111 or instructor consent and 15 credits of studio art courses.

**ART 311 Studio Photography  
(3 Cr.)**

This course will provide experience in studio lighting and digital solutions through studio and lab work. Students will learn strategies and techniques that focus on the use of artificial lighting as an illustrative tool for portrait and product photography. Students will become familiar with a variety of camera formats including the View camera and other formats. All projects will emphasize the use of a digital SLR camera as the primary image-making tool. This course also will introduce digital editing solutions using CC Adobe Bridge and Photoshop. In addition, students will become familiar with best business practices in photography as this relates to contracts, model releases and copyright laws. Individual and group print critiques will enhance each student's personal understanding of the influential impact of illustrative photography.

**ART 313 Elements of Video  
(3 Cr.)**

This interdisciplinary production and theory course will cover digital videography as a collaborative mode of storytelling and communication. Students will learn methods of location studio production using digital video cameras and sound recording strategies as well as post-production editing techniques using Adobe Premiere and Audio software. Projects will cover a variety of documentary and storytelling opportunities in the community. Prerequisite: ART 115.

**ART 344 Art History  
(3 Cr.)**

This course explores the concepts and the formal characteristics of modern art chronologically -- looking at all the '-isms' of the 20th and early 21st centuries and finding the relationships among them. Short sections on the history of architecture and modern design of the various periods also are covered and compared for their stylistic connection to the 'fine arts' of the same periods.

**ART 352 Methods II-Secondary  
(1.5 Cr.)**

This course covers teaching strategies for middle school through high school students. The course material also will address appropriate levels of content for each media-specific discipline. Prerequisite: Art education major.

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

Independent Study is a planned course of study, which is highly individualized and not addressable through any other format. The student will be supervised by a faculty member in the department. This course may be repeated for a maximum of six total credits. Prerequisite: Junior/senior status in major and departmental approval.

**ART 402 Internship  
(1 - 6 Cr.)**



The internship provides on-campus or off-campus opportunities for student interns to gain authentic experience in their field of study, determine if they have an interest in a particular career and create a network of contacts for potential employment. The intern must be on site for eight hours per week for three credits or 16 hours per week for six credits. Prerequisite: Junior/senior standing in major.

### **ART 405 Graphic Design III**

**(3 Cr.)**

This is the third in a sequence of graphic design courses and builds upon previous course content beyond visual branding. The aim of this course is to generate portfolio-quality pieces where different design methodologies will be examined. Students will be encouraged to work collaboratively, learn how to revise their understanding of process, content and production and discover a new set of lenses through which to design. Each assignment will come from the outside world, but each solution will come from the student's design voice inside. Prerequisite: ART 305.

### **ART 411 Advanced Photography**

**(3 Cr.)**

This course is designed for students who wish to gain additional experience in designing photographic projects and producing thematic portfolios of their work. Several semester-long projects will challenge students to follow professional guidelines in the production and presentation of their photographic portfolios. Prerequisite: Senior-level photography major.

### **ART 447 Senior Seminar**

**(3 Cr.)**

The Senior Seminar is the capstone forum in which all majors critically and coherently position themselves within the context of their own specific professional preparation and artistic aspirations. Preparation includes the development of a portfolio of images or objects that will be presented in the undergraduate BA/BFA exhibition that is held in the Northwestern Mutual Art Gallery. Prerequisite: Senior standing in art, graphic design or photography.

### **ART 450 Advanced Studio Problems**

**(3 Cr.)**

This advanced interdisciplinary studio course examines the technical and conceptual aspects of technological developments relative to traditional art media. Course content varies to focus on specific topics or media as they become relevant. Emphasis is placed on the relationship of art and technology to cultural and social issues. Prerequisite: 36 art credits.

### **ART 453 Art Curriculum**

**(3 Cr.)**

This course for art education majors addresses both the theoretical and practical dimensions of writing art curriculum. After studying the artistic developmental stages, students will explore the connections between art and other content areas and how the arts can be integrated throughout the K-12 curriculum. Students will create their own art curriculum projects.

Prerequisite: ART 351, ART 352, art education major.

### **ASC 010 College Study Strategies**

**(3 Cr.)**

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

### **ASC 012 College Reading**

**(3 Cr.)**

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

### **ASC 014 Applied Study Strategies**

**(1 Cr.)**

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

**ASC 015 Practical Learning Strategies****(1 Cr.)**

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

**ASC 101 Critical Thinking and Learning****(3 Cr.)**

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

**BL 103 Biological Sciences for Elementary and Middle School Teachers****(3 Cr.)**

This is an activity-based course designed for teachers who will be teaching in the elementary grades and it reflects the Wisconsin Learner Standards for the Biological Sciences. Students will study cell theory, plant and animal structure and function, how science is a mode of inquiry, science's role in today's society, and how to use the skills and processes of scientific inquiry. This course is only for students majoring in education. Prerequisite: Open to students majoring in education or departmental approval.

**BL 105 General Biology I****(4 Cr.)**

This is an introductory course for biology majors that also is open to non-majors. In this course, students will be introduced to cell division and reproduction, principles of genetic inheritance, gene theory and genetic engineering, and the theory of evolution including the history of the earth, natural selection and methods of speciation. Prerequisite: Open to students majoring in science, psychology or departmental approval. Corequisite: MT106, MT107, MT 113 or higher mathematics course or departmental approval.

**BL 106 General Biology II****(4 Cr.)**

This is an introductory course for majors. Students will be introduced to the biology of the cell, how organisms acquire and expend energy and the basic structure and function of plant and animal organs, tissues and cells. Students who register for this course must also register for lab BL 106L for the same term. Prerequisite: Open to students majoring in science, psychology or departmental approval. Corequisite: MT106, MT107, MT 113 or higher mathematics course or departmental approval.

**BL 111 Anatomy and Physiology I****(4 Cr.)**

This is an introductory course primarily designed for freshman nursing students, health science students and pre-professional students. It is a foundational course covering the basic structure and function of the human body at various levels, including the cell, the tissue, the organ and the organ system. A minimal amount of chemistry is covered at the beginning of the course to enhance the student's understanding of the chemical processes underlying cellular function. The focus of this course is normal structure and function; however, some disease states also may be discussed. Laboratory studies using fetal pigs, cadavers, computer simulations and various live animals may be used to supplement the course material. Students who register for this course must also register for lab BL 111L for the same term. Prerequisite: Open to students majoring in science, psychology, health and wellness or nursing or departmental approval. Corequisite: MT106, MT107, MT 113 or higher mathematics course or departmental approval.

**BL 112 Anatomy and Physiology II****(4 Cr.)**

This course is a continuation of Anatomy and Physiology I. The basic chemistry, cell physiology and histology discussed in the first semester will be applied to the organs and tissues involved in body control, defense, gas exchange, osmolarity, pH and reproduction. As in the first semester, the maintenance of homeostasis is the primary objective. The subject matter concentrates on normal structure and function; however, some disease states also may be discussed. Laboratory studies using fetal pigs, computer simulations and various live animals may be used to supplement the course material. Students who register for this course also must register for lab BL 112L for the same term. Prerequisite: BL 111, open to students majoring in science, psychology, health and wellness or nursing or departmental approval.

**BL 113 Anatomy and Physiology Theory I****(3 Cr.)**

This is an introductory course primarily designed for nursing, health science students and biology majors/minors. It is a foundational course covering the basic structure and function of the human body at various levels, including the cell, the tissue, the organ, and the organ system. A minimal amount of chemistry is covered at the beginning of the course to enhance the student's understanding of the chemical processes underlying cellular function. The focus of this course is normal structure and function; however, some disease states may also be discussed. The focus topics of this course are: anatomical terminology, foundational chemistry, eukaryotic cells, histology, the integumentary, skeletal, muscle and nervous systems. Corequisite: BL 115.

**BL 114 Anatomy and Physiology Theory II****(3 Cr.)**

This is an introductory course primarily designed for nursing, health science students and biology majors/minors. It is designed to extend the knowledge acquired in Anatomy and Physiology I. The focus of this course is normal structure and function; however, some disease states may also be discussed. The topics of this course are: the cardiovascular, lymphatic, immune, respiratory, digestive, urinary and reproductive systems. Prerequisite: BL 113. Corequisite: BL 116.

**BL 115 Anatomy and Physiology Lab I****(1 Cr.)**

This is an introductory laboratory course primarily designed for nursing, health science students and biology majors/minors. It is a foundational course covering the basic structure and function of the human body at various levels, including the cell, the tissue, the organ, and the organ system. The focus of this course is normal structure and function; however, some disease states may also be discussed. The labs of this course will focus on the following areas: anatomical terminology, foundational chemistry, eukaryotic cells, histology, the skeletal, muscle and nervous systems. Corequisite: BL 113.

**BL 116 Anatomy and Physiology Lab II****(1 Cr.)**

This is a laboratory course designed for nursing, health science students and biology majors/minors. It is a complementary course to BL 114 – Anatomy and Physiology Theory II. The labs of this course will focus on the following areas: the endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems. Corequisite: BL 114.

**BL 120 Concepts of Biology: A Topical Approach****(3 Cr.)**

This course is designed as a foundation biology core course for non-majors. It introduces the students to the study of basic biological principles at all levels from the molecular to the global in a topical approach. The goal of the course is to gain an understanding of biology and its application to humans and society in the context of special topics or themes.

**BL 202 Microbiology****(3 Cr.)**

This is a general introductory course that deals with the fundamentals of microbiology including morphology, physiology and ecology of viruses, bacteria and other major microbial groups. Prerequisite: Chemistry in the last seven years or CH 107, CH 113 or CH 114 and one semester of university biology.

**BL 203 Microbiology Laboratory****(1 Cr.)**

This introductory laboratory course introduces the student to the fundamentals of microbiology including the morphology, physiology and ecology of viruses, bacteria and other major groups of microorganisms, using basic laboratory techniques. Prerequisite: Enrolled concurrently with BL 202 or have had BL 202 or equivalent within last three years.

**BL 205 Cell Culture and Microscope Techniques****(2 Cr.)**

Students will learn basic cell culture techniques, the theory behind the techniques, and the current applications of those techniques in research. Topics include: aseptic technique, isolation of primary cultures, cell quantification, growth and maintenance of adherent versus suspension cultures, cryopreservation and thawing, and viability and proliferation detection. Students also will learn basic microscope techniques including the use of an inverted microscope. Prerequisite: One semester of university-level biology and one semester of university-level chemistry.

**BL 206 Methods in Protein Purification****(2 Cr.)**

In this laboratory course, students will learn common techniques used to effectively separate and isolate proteins. Students will examine how to separate proteins via precipitation, centrifugation and chromatography. Electrophoresis is used for both examination and purification of the final product as well as a means of separation. Prerequisite: One semester of university-level biology that includes cell structure and function, and one semester of university-level chemistry.

**BL 207 Plant Biology****(3 Cr.)**

Plant Biology deals with the study of the structure, morphology, physiology and ecology of seed-bearing plants. Emphasis is on the interdependence of all living things and the central role of green plants in this scenario. Prerequisite: Biology within the last five years or departmental approval.

**BL 209 DNA Technology****(2 Cr.)**

This hands-on course provides basic and practical knowledge on molecular genetics and recombinant DNA technology methods. Students will learn DNA isolations, restriction enzyme digestions, DNA fingerprinting, PCR (polymerase chain reaction), and gene isolation, transformation and expression. Prerequisite: BL 306 or BL 308.

**BL 213 Environmental Science****(1 Cr.)**

This course will focus on the Department of Public Instruction's Environmental literacy and sustainability standards embedded in the Connect Engage and Explore strands. In this course, students will investigate basic ecological processes and principles that are critical to their instruction and general knowledge of the environment. They will also scientifically investigate topics related to environmental issues such as climate change and air and water pollution. Prerequisite: For master of teaching students only.

**BL 216 Steel, Stone, Muscle and Bone****(3 Cr.)**

This course is designed to be the owner's manual to the incredible machine that is the human body. The primary objective of this course is to describe and relate physiologically relevant phenomena to the health and well-being of the average individual. Intrinsic to this focus is the study of homeostasis, the body's ability to maintain inner peace in the face of a chaotic external environment. The physiology (and anatomy) of the vertebrates (especially humans) will be discussed at various levels including the cell, the tissue, the organ, and the organ system. Topics that will be discussed during the semester include nerves, muscles, bones, circulation, and metabolism.

**BL 217 The Evolution of Food****(3 Cr.)**

This course is designed to examine the history of food and its relationship to the human diet. What exactly was the "Paleo" diet and how is it currently interpreted? How much protein is enough? Can you eat too much of a good thing? How is genetic engineering changing the food we eat? Should we be afraid? What exactly is a GMO? Why are so many people moving to gluten-free diets? How has and does diet affect society as we know it?

**BL 302 Bioinformatics****(2 Cr.)**

This course is a primer on topics related to bioinformatics. This highly interactive course allows students to learn and master various programs and databases used in analyzing DNA and proteins. Practical workshops and projects involve building, characterizing and annotating an unknown sequence. Prerequisite: Molecular biology or equivalent.

**BL 306 Cell Physiology****(4 - 4 Cr.)**

This course explores the structural and molecular organization of the cell as the basis of life processes. Students who register for this course also must register for lab BL 306L for the same term. Prerequisite: BL 105, BL 106 or BL 111.

**BL 307 General Physiology****(4 Cr.)**

This course is an integrated study of the functions of organs and organ systems and their control mechanisms in vertebrate organisms. Students who register for this course also must register for lab BL 307L for the same term. Prerequisite: BL 106 or BL 111.

**BL 308 Genetics  
(4 Cr.)**

This course examines the principles, theories and current concepts of heredity, molecular genetics and genomics. Included are modern technologies, genetic manipulation and engineering, and ethical issues that impact society. Corequisite: BL 306.

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

Independent Study Prerequisite: Department approval.

**BL 401 Seminar: History and Philosophy of Biology  
(2 Cr.)**

This is a seminar-format course that studies the development of scientific thought in the biological sciences from ancient to present times. Prerequisite: Department approval.

**BL 402 Research Design in the Natural Sciences  
(1 Cr.)**

Students will produce a research proposal on an approved topic of their choice in science. They will participate in reading primary literature, journal-club style presentations, and detailed experimental design culminating in a research proposal. The student's research proposal will be the basis for the culminating research project for the science major capstone project. Cross-listed with CH 402. Prerequisite: Junior standing in biology or departmental approval.

**BL 403 Developmental Biology  
(4 Cr.)**

This course examines how a fertilized egg gives rise to the adult body and how that adult body produces the next generation. Students who register for this course also must register for lab BL 403L for the same term. Prerequisite: BL 306, BL 307 or BL 308.

**BL 405 Immunology  
(2 Cr.)**

This course is an introduction to the current theories and understandings of the human immune system, and its genetics, applications, implications and limitations. Prerequisite: BL 306, BL 307 or BL 308.

**BL 406 Independent Research  
(1 - 2 Cr.)**

Students will execute a research project based on an approved research proposal. They will carry out the laboratory work to complete their independent research project under the supervision of a faculty member in the department or a research scientist off campus. Students must enroll in a total of 2 credits to meet the senior capstone requirement. Cross-listed with CH 406. Prerequisite: BL 402 or department consent; only for science majors or minors.

**BL 407 Senior Capstone Seminar  
(1 Cr.)**

This course will prepare students to communicate their research findings in a scientific report format. In this course, students will prepare a written and oral presentation of their completed research project and participate in journal club style presentations. Cross-listed with CH 407. Prerequisite: BL 402.

**BL 410 History of Medicine  
(2 Cr.)**

Using a seminar format, students will study the development of the medical sciences through the centuries, including ethical issues related to the medical field. This course is cross-listed with CH 410. Prerequisite: Department approval.

**BL 411 Seminar II: Clinical Experience  
(2 Cr.)**

This course focuses on an internship/clinical experience. One of the goals of this experience is to give the students insight into the academic and practical challenges ahead of them in the pursuit of a career in a health care profession. This course is cross-listed with CH 411. Prerequisite: Junior standing, departmental approval.

### **BU 101 Introduction to Business**

**(3 Cr.)**

This is an introductory course that provides an overview of business and the role it plays in economic, social, and political environments. Students will explore functions of modern business management and also will learn general business terminology and concepts, and study current business issues and trends.

### **BU 105 Entrepreneurship**

**(3 Cr.)**

This course focuses on the concepts and tools related to the development of new entrepreneurial ventures. Lessons deal with the actual process of starting and managing growth of a new business venture. Students will discover critical aspects of entrepreneurship and write a business plan to pursue entrepreneurial opportunities.

### **BU 205 Entrepreneurship in the Americas**

**(3 Cr.)**

This course focuses on the concepts and tools related to developing a new entrepreneurial venture. Lessons deal with the actual process of starting and managing growth of a new business and the importance of understanding intercultural business communication.

### **BU 209 Healthcare Economics**

**(3 Cr.)**

This course studies basic health economic concepts. The core focus of this module is America's healthcare industry. Students will have a better understanding of health insurance and healthcare financing and will be exposed to the current transformation of U.S. health care and different models of healthcare around the world, incorporating various techniques for economic evaluation in healthcare.

### **BU 220 Business Ethics**

**(3 Cr.)**

This course addresses the ethical dimensions of business with a special focus on the processes that may be used to raise and resolve ethical dilemmas and conflicts in organizational settings. Theories pertaining to ethical considerations will be discussed. Policies, legal and regulatory requirements of ethical conduct will be examined. The course encourages the student to understand how values affect business decisions and the impact of such decisions on all stakeholders and society. Students also will evaluate their own personal values and social morals and how these values and morals are integrated into their business careers, even when business ethics may be contradictory. The course will feature case studies and hands-on ethical simulations. Topics will include: overview of business ethics, institutionalization of business ethics, decision making process, ethics in a global economy, ethical leadership, ethical and social responsibility dimensions.

### **BU 228 Business Writing**

**(3 Cr.)**

This course will stress the rhetoric of business writing and focus not only on the writing of reports, letters, memos, summaries, and proposals but also on the use of oral reports and research related to each student's major interest. This course also is listed under EN 228. Prerequisite: EN 101, EN 102.

### **BU 230 Introduction to Management Information Systems**

**(3 Cr.)**

This introductory course is a study of computer information systems, focusing on concepts and case studies of real-world problems. It provides the tools to use information systems as an end-user manager and to follow the trends of developing technology.

### **BU 235 Business Law I**

**(3 Cr.)**

This is a study of the nature and sources of law, and the principles of law dealing with business and everyday life. Topics include an overview of the American legal system, torts, business crimes, contract law, employment law, sales law, intellectual property, cyber law, business organizations, and international law. Prerequisite: Sophomore standing or department approval.

**BU 280 Sociology of Work****(3 Cr.)**

This is a review and analysis of historical and contemporary economic trends and their impact on work at the micro and macro level. The course includes an overview of theoretical and empirical research on organizations and bureaucracies. Students will analyze intersections among work, family, and leisure, and links among inequality, race, gender, and work. Students will examine unions and professional organizations, and review public policy debates and legislation regarding corporations and work-related issues. This is also listed under SC 280. Prerequisite: SC 101 or sophomore standing.

**BU 301 Principles of Marketing****(3 Cr.)**

This survey course covers marketing as an exchange process. Student learn about the 4 Ps and how transactions of both product and service are initiated, motivated, facilitated, and consummated by both business and non-business organizations. Prerequisite: EC 201 or EC 202.

**BU 302 Marketing Strategy****(3 Cr.)**

This course covers the marketing aspects of communication between the firm and its customers. Studies include a brief survey of behavioral sciences and their application to advertising, personal selling, and sales promotion. Prerequisite: BU 301.

**BU 304 Marketing Research****(3 Cr.)**

Research that provides information for marketing, decision making, and problem solving are key outcomes of marketing research. This course touches on research design, sampling, measurement concepts, questionnaire design, observation and interviews, experimentation, data analysis, forecasting and potential ethical issues. Prerequisite: BU 301, MT 120.

**BU 306 Sales Management****(3 Cr.)**

This course introduces the principles of professional selling and provides students with the skills to efficiently and effectively communicate value and to develop long-term relationships with prospects and customers. Students learn the functions, skills and roles played by sales managers in a variety of organizations. Prerequisite: BU 301.

**BU 307 Organization and Management****(3 Cr.)**

This course is a study of managerial challenges relating to such issues as actions and attitudes of people, quality, ethics/social responsibility, global management environment, technology, ideology, and practical applications of management theory including the functions of organizing, planning, leading, and controlling. Prerequisite: Junior or senior standing in the major or department approval.

**BU 308 Human Resources Management****(3 Cr.)**

This course covers the art and science of human resource management from both practical and theoretical points of view. Students will learn the art of communication and motivation in organizational settings. Topics for discussion include sensitive human resource management issues: sexual harassment, drug testing, wrongful discharge, employee involvement groups, ethical training and social media use in human resources. Additionally, students will examine the role of the human resource professional as a strategic partner in managing today's organizations.

**BU 311 Business Finance****(3 Cr.)**

This course covers the scope and environment of financial management, the valuation of financial assets (time value of money, bonds and stocks), investment in long-term assets (capital budgeting), capital structure, dividend policy, and financial forecasting. Prerequisite: AC 206 or AC 208 or AC 304.

**BU 331 Advertising****(3 Cr.)**

This course examines the promotional mix of a business. Students learn the principles and application of promotional research, media, copywriting, layout, budgeting and legal aspects. Students develop an advertising campaign. Prerequisite: BU 301.

**BU 335 Business Law II  
(3 Cr.)**

This is a continuation of BU 235 and includes the study of commercial paper, bank deposits and collections, credit, secured transactions, bankruptcy, antitrust, insurance, real property, personal property, investor protection, and family law. Prerequisite: BU 235.

**BU 340 Global Business  
(3 Cr.)**

This course introduces students to the concept of the multinational corporation and attempts to determine the extent to which effective business practices can be transferred across national boundaries.

**BU 346 Global Marketing  
(3 Cr.)**

This course covers development and management of international marketing programs. Students will study problems involved in marketing goods and services in foreign markets given their differing political, cultural and economic conditions. Special attention is given to adaptation of the marketing mix and entry strategies. Prerequisite: BU 301 and BU 340.

**BU 348 Global Human Resources Management  
(3 Cr.)**

This course includes a study of the concepts, theories and empirical research relating to organizational behavior in a multinational corporation. Students will examine several key issues and competencies required for global HR practitioners with country and cultural differences. They also will analyze global trends in human resources management and workforce oversight and the integration of new global technologies. Prerequisite: BU 308 and BU 340.

**BU 352 Consumer Behavior  
(3 Cr.)**

In a rapidly changing consumer based environment, consumer behavior covers a survey of theories applicable to information processing, human behavior, and social interaction. Outcomes of this course are based on the application of consumer behavior strategies to the development of marketing strategies. Prerequisite: BU 301 or MGT 426.

**BU 400 Internship  
(3 Cr.)**

The internship experience provides students the opportunity to apply what they have learned in the classroom to a business setting. In addition to their on-site intern related duties, students will reflect on their experiences, participate in online discussions with other interns, and make a presentation about their internship experience. Prerequisite: Junior standing in major, department approval.

**BU 401 Senior Seminar: Applied Learning Project  
(3 Cr.)**

In this culminating course, students have an opportunity to incorporate concepts from all previous business courses through collaborative engaged learning opportunities. Students collaborate with business leaders to meet business needs with timely, relevant solutions that impact business growth and strategy. Students address internal and external issues that organizations encounter, with an emphasis on leadership and ethics in decision making. Prerequisite: Junior standing in major, department approval.

**BU 402 Independent Study  
(3 Cr.)**

An independent study is available only to students who need a particular project/research to complete the requirements of an established program of study for which no course offerings are available. Approval by the department chair is required. Prerequisite: Department approval.

**BU 403 Practicum/Small Business Cases  
(1 - 3 Cr.)**



This experience is designed to provide qualified students with practical entrepreneurial experience working with small business. The practicum involves a supervised experience with a local business or not-for-profit organization. Prerequisite: 60 credits, junior standing, department approval.

**BU 444 Capstone: Research and Consulting  
(6 Cr.)**

In this culminating course, students will have an opportunity to incorporate concepts from the previous Bachelor of Science curriculum into an overall strategy researching business and organizational problems, and to assume the role of business consultants. The course requires students to apply basic methods of business research and consulting to identify the definition of a business client's problem, examine and research the specific professional and functional issues involved, and present findings and recommendations to the client. Students will use various media to present their findings, including written, video, and podcast. Prerequisite: Completion of all other major course work.

**CA 108 Personal Branding  
(3 Cr.)**

Creating a personal brand is meant to influence perceptions of others about one's credibility and expertise. Through communication, people create impressions about their competencies and achievements in order to have an impact on others. This course introduces the basic concepts of human communication in relation to personal branding with special emphasis on adapting to diverse cultural audiences. The course includes practice in Informative Speaking, Critical Listening/Evaluation of Persuasive Messages, Interpersonal Communication and Digital Communication.

**CA 210 Team Dynamics  
(3 Cr.)**

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

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

This course explains the various functions of nonverbal communication as well as the powerful role it performs in interpersonal and professional communications. Students learn how to assess their own nonverbals and utilize nonverbals to build communication competence, to persuade, to build effective personal and professional relationships, and to assist in the creation of a successful career.

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

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

**CA 260 Research and Analytics  
(3 Cr.)**

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

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

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

**CA 280 The Art and Science of Listening  
(3 Cr.)**

This course will begin with an introduction to prevailing listening theories, proceed to build an understanding of listening practices, and finish with a focus on the development of strong listening skills and capabilities. Students will learn how factors

such as politics, gender, power, conflict, technology, and more shape our ability and our inability to listen to others as well as themselves. Through research, practice, and self-reflection, students will learn the importance of listening and engage in activities to improve their own listening skills.

### **CA 301 Strategic Speaking**

**(3 Cr.)**

Students gain a higher level of expertise in public speaking than in the CA 108 course by developing advanced skills of persuasion, narrative, language usage and an ability to handle difficult speaking situations. Advanced speaking skills are taught through extensive speaking and criticism. Students also will learn and demonstrate the knowledge and skills necessary to design, implement and evaluate training programs for diverse organization environments and labor practices. Prerequisite: CA 108, sophomore standing.

### **CA 331 Intercultural Communication**

**(3 Cr.)**

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

### **CA 340 Professional Communication**

**(3 Cr.)**

Students will study the role written and oral communication play in today's organizations in both theoretical and practical contexts. This course will explore diversity, culture and relationships in the workplace. Students will discuss and role-play difficult situations at work and will chose a final project that best relates to the career field they plan to enter. Prerequisite: Junior/senior standing or department approval.

### **CA 370 Social Media Marketing**

**(3 Cr.)**

This course examines how organizations use social media to communicate with their various publics. The class will discuss the communication practices of organizations in order to reach both internal and external audiences. Course material will also examine methods of building a social media presence, focusing especially on the communication of nonprofit organizations. This course is also listed under PR 370. Prerequisite: Sophomore standing.

### **CA 380 Strategic Social Media**

**(3 Cr.)**

This course is an advanced class examining strategies that non-profits, organizations and individuals use to promote their content. The course provides practical knowledge and analytical skills necessary to create, evaluate and execute social media and mobile campaigns, and to assess effective and ethical social media usage. Case studies, assessments and activities allow the student to develop a strong social media skill set. Prerequisite: Sophomore standing or department consent Prerequisite: Sophomore standing.

### **CH 103 Physical Sciences: Elementary and Middle School Teachers**

**(3 Cr.)**

This is a hands-on, activity-based course for students preparing to teach at the elementary/middle-school level only. This course focuses on the basic principles of physics and chemistry. A section on astronomy includes the study of earth and other celestial objects in the sky. Students will study science as a mode of inquiry, understand the central role of science in today's society, and learn how to use the skills and processes of scientific inquiry to relate and interconnect different science disciplines. Prerequisite: MT 102 or equivalent; open to students majoring in education or departmental approval.

### **CH 107 Fundamental Chemistry**

**(3 Cr.)**

This course is designed for nursing and health science majors covering general and biological chemistry. The course covers aspects of general chemistry, a brief introduction to organic chemistry, and finally the chemistry of the major classes biomolecules and metabolism.

**CH 113 General Chemistry I****(4 Cr.)**

This course is a study of fundamental principles including atomic structure, the periodic table, chemical reactions, thermochemistry and the gas laws. Students who register for this course also must register for lab CH 113L and discussion CH 113D for the same term. Prerequisite: High school chemistry or equivalent is required; course is not open to non-science majors. Corequisite: MT106, MT107, MT 113 or higher mathematics course or departmental approval.

**CH 114 General Chemistry II****(4 Cr.)**

This course is a continuation of CH 113 and includes a continued study of fundamental principles including chemical bonding, chemical and acid-base equilibria, chemical kinetics and electrochemistry. Students who register for this course also must register for lab CH 114L and discussion CH 114D for the same term. Prerequisite: CH 113. Corequisite: MT106, MT107, MT 113 or higher mathematics course or departmental approval.

**CH 120 Chemistry Concepts: A Topical Approach****(3 Cr.)**

This course is designed to set foundational knowledge of science and chemistry then use that knowledge to explore the chemical aspects of current topics and chemistry in everyday life.

**CH 201 Organic Chemistry I****(3 Cr.)**

This is a study of the essentials of organic compounds, including hydrocarbons, functional groups and biomolecules with emphasis on theory, structure, reactions, mechanism and spectroscopic methods. Students who register for this course must also register for lab CH 211L and discussion CH 201D for the same term. Prerequisite: CH 113, CH 114 or equivalent. Corequisite: CH 211. To take CH 201 independently requires departmental consent.

**CH 202 Organic Chemistry II****(3 Cr.)**

This is a continuation of CH 201 and features a continued study of organic functional groups and biomolecules with emphasis on spectroscopic methods, structure, reactions and mechanism. Students who register for this course must also register for lab CH 212L and discussion CH 202D for the same term. Prerequisite: CH 201 or equivalent. Corequisite: CH 212. To take CH 202 independently requires departmental consent.

**CH 204 Environmental Chemistry I****(3 Cr.)**

This is a survey of concepts in environmental chemistry relating to nature, reactions, transport, and analysis of chemicals present in the environment. The chemical reactions and mechanisms involved in energy production/energy resources in the environment, water quality, atmospheric chemistry, and the chemistry of the earth's crust are emphasized. Special topics relevant to modern-day life including waste management/recycling, energy and fossil fuels, and water treatment also are introduced. Prerequisite: CH 201 (BL 105 is recommended.).

**CH 208 Running on Empty****(3 Cr.)**

This course will provide students a basis for understanding the production, consumption, and consequences of energy derived from fossil fuels and alternative sources in a world with an increasing appetite for energy.

**CH 209 Clean Green Planet: Environmental Sustainability****(3 Cr.)**

This course will provide students a basis for understanding the science behind environmental sustainability on the local and global level and the role humankind needs to play in sustaining the planet and its resources for future generations.

**CH 211 Organic Chemistry I Lab****(1 Cr.)**

This is a hands-on study of organic laboratory techniques and investigations in correlation with CH 201 Organic Chemistry I. Prerequisite: CH 113, CH 114. Corequisite: CH 201. To take CH 211 independently requires departmental consent.

**CH 212 Organic Chemistry II Lab  
(1 Cr.)**

This is a hands-on study of organic laboratory techniques and investigations in correlation with CH 202 Organic Chemistry II. Prerequisite: CH 113, CH 114. Corequisite: CH 202. To take CH 212 independently requires departmental consent.

**CH 302 Biochemistry  
(3 Cr.)**

This is a study of the chemical foundations for life focusing on proteins, carbohydrates, lipids and nucleic acids. Course content includes: the relationship of composition and structure to the properties and functions of bioorganic molecules; enzyme activity, kinetics and inhibition; bioenergetics and metabolism. Prerequisite: CH 202, BL 106.

**CH 307 Analytical Chemistry I  
(4 Cr.)**

This course is an introduction to the quantitative analysis of inorganic compounds. Laboratory instruction includes classical and instrumental methods: gravimetry, titrimetry and absorptimetry. The lecture consists of theoretical foundations for the methods of analysis used in the laboratory. Students who register for this course also must register for lab CH 307L for the same term. Prerequisite: CH 114.

**CH 308 Analytical Chemistry II  
(3 Cr.)**

This course is an introduction to the theories, operations and applications of spectroscopic, electrochemical and chromatographic instrumentation used in chemical analysis. Students will acquire hands-on experience in the operation and use of several instruments commonly employed in inorganic and organic chemical analysis. Students who register for this course also must register for lab CH 308L for the same term. Prerequisite: CH 307.

**CH 310 Inorganic Chemistry  
(2 Cr.)**

This course is a study of selected topics in inorganic chemistry, including symmetry and group theory, molecular orbital theory, coordination chemistry and organometallics. Prerequisite: CH 114.

**CH 390 Environmental Chemistry II  
(2 Cr.)**

This course is an introduction to the theories and applications of selected types of instrumentation used in the chemical analysis of environmentally important compounds. Students acquire hands-on experience in the operation and use of several instruments employed in the chemical analysis of air, water and soil samples. Prerequisite: CH 204, CH 307.

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

Independent study Prerequisite: Department approval.

**CH 401 Seminar: History and Philosophy of Chemistry  
(2 Cr.)**

This is a comprehensive study of the interdependence of chemistry and related fields using current literature and scientific investigation. Prerequisite: Departmental approval.

**CH 402 Research Design in the Natural Sciences  
(1 Cr.)**

Students will produce a research proposal on an approved topic of their choice in chemistry. They will participate in reading primary literature, journal-club style presentations, and detailed experimental design culminating in a research proposal. The student's research proposal will be the basis for the culminating research project for the science major capstone project. Cross-listed with BL 402. Prerequisite: Junior standing in chemistry or departmental approval.

**CH 403 Physical Chemistry I  
(4 Cr.)**

This is a study of basic principles and applications of thermodynamics, phase transitions and phase equilibria, and chemical kinetics. Prerequisite: CH 307, PY 202, MT 211 or equivalent.

**CH 404 Physical Chemistry II  
(4 Cr.)**

This is a continuation of CH 403 and includes the study of basic principles and applications of quantum theory, atomic structure and spectroscopy, molecular structure and symmetry, kinetic theory of gases, kinetics of complex reactions, magnetic resonance, and electric and magnetic properties of molecules. Prerequisite: CH 403.

**CH 406 Independent Research  
(1 - 2 Cr.)**

In this course, students will execute a research project based on an approved research proposal. They will carry out the laboratory work to complete their independent research project under the supervision of a faculty member in the department or a research scientist off campus. Students must enroll in a total of 2 credits to meet the senior capstone requirement. This is cross-listed with BL 406. Prerequisite: CH 402 or department consent; only for science majors or minors. Corequisite: CH 407.

**CH 407 Senior Capstone Seminar  
(1 Cr.)**

This course will prepare the students to communicate their research findings in a scientific report format. In this course, students will prepare a written and oral presentation of their completed research project and participate in journal club style presentations. Cross-listed with BL 407. Prerequisite: CH 402. Corequisite: CH 406.

**CH 410 History of Medicine  
(2 Cr.)**

Using a seminar format, students will study the development of the medical sciences through the centuries, including ethical issues related to the medical field. This course is cross-listed with BL 410. Prerequisite: Departmental approval.

**CH 411 Seminar II: Clinical Experience  
(2 Cr.)**

The basic format of this course is that of an internship/clinical experience. One of the goals of this experience is to give the student insight into the academic, internship and practical challenges ahead of them. This course is cross-listed with BL 411. Prerequisite: Junior standing, departmental approval.

**CJ 101 Introduction to Criminal Justice  
(3 Cr.)**

This course focuses on recent trends in crime; theories and research explaining crime and criminal behavior; and societal responses to crime including law enforcement, imprisonment, capital punishment, as well as contemporary alternatives such as restorative justice and community-based programs.

**CJ 120 Criminal Justice Report Writing  
(3 Cr.)**

This course is a study of the objectives of effective report preparation as it specifically pertains to policing and criminal justice. Students will learn the techniques to effectively communicate facts, information, and ideas in a clear and logical manner for a variety of public safety systems reports, crime violations, incident reports, letters, memorandums, directives, and administrative reports. Emphasis will be on criminal justice terminology, use of English, and organization of information. Students will gain practical experience in note taking, interviewing, report writing, and presentation of testimony in courts.

**CJ 220 Justice Planning and Policy Analysis  
(3 Cr.)**

This course will introduce, examine, and provide students the skills with which to analyze criminal justice policies. This course will emphasize a conceptual approach rather than a statistical focus to studying the creation, implementation, and evaluation of criminal justice policies. Although this course will focus more on the steps involved in the evaluation of criminal justice policies it also will address the existence of criminal justice policies and their relevance to the success of the social institution known as the criminal justice system (acknowledging the operations of each criminal justice component -- law enforcement, courts, and corrections). Prerequisite: CJ 101 or instructor consent.

**CJ 230 Foundations of Policing  
(3 Cr.)**

The course is designed to provide students with understanding of fundamental principles of law enforcement. The course explores the wide spectrum of law enforcement agencies, identifying the most important characteristics of city, state, and

federal police work regarding patrol, traffic, and criminal investigation. We also will examine current issues and trends in law enforcement. Prerequisite: SC 101.

### **CJ 250 Administration of Justice**

**(3 Cr.)**

This course is designed to familiarize the criminal justice student with the role and responsibilities of each segment within the justice system (law enforcement, judicial, and corrections); and procedures in each sub-system and how they relate to one another. Topics include the organization, personnel issues, and issues and practices of each segment.

### **CJ 260 Introduction to Corrections**

**(3 Cr.)**

In this class, students will learn about the corrections system—e.g., how it runs, what it's like to be in it, what it does to people, and how people get there. The class also will discuss the corrections issues that pervade much of the crime-related policy debates these days and the theories and philosophies of punishment. Prerequisite: SC 101 (or as a co-requisite). Corequisite: SC 101 (or as pre-requisite).

### **CJ 270 Victimology**

**(3 Cr.)**

Criminal justice professionals on the front lines (law enforcement, courts and corrections) typically work with victims of crime. This course provides an introductory examination of criminal victimization in the United States via an overview of defining crime victims, current theory, research, and trends within the context of specific victimization types. The course will examine specific crimes types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies for victims of crime, and victim rights and services. The course will encourage students to engage in understanding and critical thinking about many of these topics within a context of current events and local models of crime victim services.

### **CJ 275 Special Topics in Criminal Justice**

**(3 Cr.)**

This course will include an analysis and evaluation of criminal justice topics of a specialized nature such as human trafficking, race and policing, restorative justice, or new developments in corrections. Students will research one or more specialized topics, focusing on the contemporary challenges facing our criminal justice systems. Prerequisite: SC 101 (or as a co-requisite) or instructor consent. Corequisite: SC 101 (or as pre-requisite) or instructor consent.

### **CJ 280 Homeland Security**

**(3 Cr.)**

This course introduces students to current policies and social issues relevant to homeland security as undertaken in the United States since 9/11. The course explores theories, concepts, case studies, and empirical data of the generally accepted body of knowledge required of the homeland security professional. Prerequisite: SC 101.

### **CJ 288 Forensic Psychology**

**(3 Cr.)**

This course provides an overview of the interaction between psychology and the legal system. Students will explore the impact of mental health experts and psychological theories on legal decision-making. Course topics include forensic psychologist roles, court testimony, criminal profiling, competency to stand trial, "insanity pleas," violence risk assessment, and psychopathy. Relevant case law and empirical data will be examined and critiqued. Prerequisite: CJ 101.

### **CJ 300 Criminalistics**

**(3 Cr.)**

This course is an exploration of the theories and scientific methods used in the investigation and solving of crimes. This course provides students with an introduction to the methods utilized in the forensic analysis of crime scenes, including the analysis of evidence, and the legal aspects of evidence collection and preservation. Students will develop the practical skills necessary to recognize, document, and reconstruct crimes and crime scenes. The course includes an analysis of the relationship between forensic science and the administration of criminal justice, and will help students examine and understand the multiple phases of the criminal investigation process. Course content will include lectures, interactive experiences and exercises, textbook readings, and guest expert speakers. Prerequisite: SC 101.

### **CJ 315 Juvenile Delinquency**

**(3 Cr.)**

This course covers analysis of the causes and consequences of juvenile delinquent behavior. Students will pay special attention to race, class, and gender-based inequalities in the conception of delinquency, rates of engagement in delinquent behavior, and treatment/punishment of offenders. Emphasis is on contemporary issues related to juvenile delinquency.

**CJ 320 Leadership Assessment for Criminal Justice Professionals****(3 Cr.)**

This course is a practical exploration of the theory and application of personal leadership skills necessary to work as a professional in the criminal justice field. The course will introduce students to various concepts and ideas related to individual and organizational leadership, and will help students assess and determine their own leadership style, strengthen important leadership skills, and discover their hidden potential for leadership. In addition, students will learn the value of good followership and its importance in the complicated interaction between leaders and followers. This course is an introductory version of the leadership program currently utilized by working professionals. Course content will include lectures, interactive experiences and exercises, textbook readings. Prerequisite: CJ 101 and SC 101, or instructor consent.

**CJ 345 Criminal Law and Procedure****(3 Cr.)**

Criminal Procedure is the “how” of the criminal justice system -- the body of rules that guide the conduct of criminal justice officials from the point of contact between a police officer and a defendant to the time at which a convicted offender is sentenced or acquitted by a judge or jury. Discussions will include relevant case law and principles of federal and state law, emphasizing an analysis of constitutional law concerning the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments of the United States Constitution. Prerequisite: SC 101 and sophomore standing.

**CS 107 Concepts in Programming Languages****(3 Cr.)**

This course introduces students to the basic concept of computer programming through a comparison of natural languages and critical thinking, and problem solving with programming. No prior computer programming knowledge is required, enabling students from a variety of backgrounds and majors to benefit from this fundamental computer science course.

**CS 118 Principles of Interactive Media****(3 Cr.)**

This course introduces students to the design and development of interactive media, including responsive web pages and games. Students will explore the roles of different participants in the development process, how technical and artistic development progress in tandem, and the particulars of game development. This course offers a design-focused introduction to computer programming suitable as an elective for computer science or graphic design students seeking software design experience. Prerequisite: Familiarity with computers.

**CS 212 Structured Programming****(3 Cr.)**

This course is an introduction to computer programming. Students will develop applications in Java using programming concepts such as iteration, decision-making, user-defined functions and arrays. Prerequisite: CS 107 or departmental approval.

**CS 213 Object-Oriented Programming****(3 Cr.)**

This course explores object-oriented analysis, design, and programming. Data abstraction, classes, methods, exception handling, inheritance and polymorphism are studied. Prerequisite: CS 212 or departmental approval.

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

This is a study of a particular topic in the field of computer science. This course may be taken more than once but no more than a total of four credits apply toward the major. Prerequisite: CS 212 and departmental approval.

**CS 220 Introduction to Database Management Systems****(3 Cr.)**

Introduction to Database Management Systems teaches principles and practices of database management and database design. This course will focus on the concepts of database relational design, normalization, SQL queries, reports and other interfaces

to database data and documentation. Also covered are the ethical and privacy issues associated with database systems. Some knowledge of Java or C# is helpful, but not required.

### **CS 230 Web Page Creation**

**(3 Cr.)**

Modern techniques in web page analysis and design are used to create, maintain, and enhance Web pages. Issues of consistency, usability, interactivity, accessibility, and uniformity in the organization of the layout design are covered in addition to mark-up languages and client scripting.

### **CS 235 Social Networks: Behind the Scenes**

**(3 Cr.)**

Students will analyze the structure and functionality of social networks, including the importance of security and privacy of user information. The course also will explore how memes arise and spread on social media and students will design a viral meme or app.

### **CS 240 Visual Programming**

**(3 Cr.)**

The course introduces the design process of creating effective and user-friendly graphical user interfaces (GUI). Various components and behavior of graphical user interfaces including forms, controls, object manipulation, and application flow are covered. Corequisite: CS 212.

### **CS 250 Game Programming**

**(3 Cr.)**

This course focuses on creating games from conceptual design to development and ongoing maintenance. Topics such as game planning, graphics, effects, motion, collision, and more will be discussed in the context of programming. Corequisite: CS 213.

### **CS 260 Cyber Security**

**(3 Cr.)**

This course provides the essential understanding of security and its needs including security domain changes and how artificial intelligence and machine learning are helping to secure systems. Taking this course, you will acquire the skills and tools needed to work as an IT security professional. Special focus on hacker/attacker mindsets, advanced security methodologies, exploration of real-world cybersecurity cases, and professional career paths including certifications. By the end of this class, students will be well-versed with the security domain and able to apply critical thinking skills and approaches towards the cybersecurity field.

### **CS 270 Computer Robotics**

**(3 Cr.)**

Computer Robotics develops students' computational, manufacturing, and critical thinking skills. The course goes well beyond merely using robots by developing the skills and practice necessary to create robots and to develop the programming that animates them. Students will learn basic computing and manufacturing skills, with the emphasis being on robotics and robot programming. Utilizing modern programming languages, CAD software, and the Arduino robotic control system; students will learn about the mathematics and algorithms that make computers and robots' work.

### **CS 280 Introduction to Artificial Intelligence**

**(3 Cr.)**

This course introduces Artificial Intelligence and the field of deep learning using Python language and the powerful Keras library. You will build your understanding through intuitive explanations and practical examples while you explore challenging concepts and practice with applications in computer vision, natural-language processing, and generative models. By the end of this course, you will have core knowledge and hands-on skills to set up a deep-learning environment and apply deep learning in practical applications. No previous experience with Keras, TensorFlow, or machine learning is required. It is recommended to have experience with Python programming. Prerequisite: CS 212 and CS 213.

### **CS 304 CAD and Digital Fabrication**

**(3 Cr.)**

This course focuses on concepts and tools related to the design and creation of 3D objects via CAD (Computer-Aided Design) software and rapid prototyping technology (3D printing). Lectures and labs focus on design methodologies, fabrication



processes, and technical proficiency in industry-standard tools for computer-aided design and fabrication. Over the course of the semester, students will practice solving complex design problems and will create unique objects using 3D printing.

Prerequisite: ART 101 or CS 107 or CS 118 or CS 212 or instructor consent.

### **CS 305 Computer Architecture**

**(3 Cr.)**

This course explores the design of computer systems and components, including their structure and function. Students will learn about processor and instruction set design, digital logic, computer arithmetic, data representation, caches, and computer memory. Prerequisite: CS 212 or departmental approval.

### **CS 306 Data Structures and Algorithms**

**(3 Cr.)**

Students will learn the fundamentals of abstract data types and implement data structures including lists, trees, and queues, algorithm analysis, distributed graphing, with a view to 3D printing. Students will then apply these data structures to program development. Prerequisite: CS 213.

### **CS 315 Discrete Mathematical Structures**

**(3 Cr.)**

Topics include logical reasoning, truth tables, and Boolean algebra; modular arithmetic, mathematical induction, and properties of the integers; functions, relations, and equivalence relations; an introduction to proofs and proof writing; and an introduction to graph theory. Also listed under MT 315. Prerequisite: At least a C or better in MT 210 or departmental approval.

### **CS 330 Advanced Web Topics**

**(3 Cr.)**

Students will study Web development in a client-server environment using PHP and AJAX. The course focuses on UNIX-based server programming and MySQL database interaction. Prerequisite: CS 212, CS 230.

### **CS 340 Introduction to Data Mining**

**(3 Cr.)**

This course introduces basic concepts, tasks, methods, and techniques in data mining. The emphasis is on various data mining problems and their solutions. Students will develop an understanding of the data mining process and issues, learn various techniques for data mining, and apply the techniques in solving data mining problems using data mining tools and systems. Students will also be exposed to a sample of data mining applications. Prerequisite: CS 220.

### **CS 361 Network and Telecommunications**

**(3 Cr.)**

This course deals with how information is transmitted across a network, such as the internet. The concepts and theory of network topology, layered architecture, protocols, packet switching, routing, congestion and quality of service are covered. Prerequisite: CS 107 or department approval.

### **CS 390 Technology Projects**

**(1 - 3 Cr.)**

This is a directed study or practicum in which the student designs, implements, tests, and/or maintains a technology project including software, hardware, networking, etc. The project is assigned by the directing faculty member. The course may be taken more than once, but not for more than a total of three credits. Prerequisite: CS 212 and departmental approval.

### **CS 400 Independent Study**

**(1 - 3 Cr.)**

This course involves the independent study of the particular subject under the direction of a faculty member. Students will work with a faculty member throughout the semester to plan, research, implement and report on their projects. Prerequisite: B (3.0) average in computer science courses, junior or senior standing, consent of the department head and the cooperating faculty member prior to registration for the course.

### **CS 401 Seminar**

**(4 Cr.)**

This is a culminating experience for majors in computer science who are near the end of their program. The objectives of this seminar are to review fundamental concepts of mathematics; provide opportunities for students to integrate, synthesize and/or extend their knowledge base in the major; develop collaborative problem-solving skills in a peer group; and explore career opportunities available to graduates in mathematics and computer science. A faculty member acting as a facilitator will provide a list of topics to be covered and some problems for class discussion. Students will be expected to play a major role in planning and carrying out activities to meet the course objectives. This course is normally taken in a student's final year of upper-division coursework in the major. Prerequisite: Senior standing, MT 210 and department approval.

**CS 402 Computer Science Internship  
(1 - 3 Cr.)**

This course is designed to give students an opportunity to gain practical experience in the computer science career field by working with a participating firm or organization. CS 402 may be repeated for a maximum of 6 credits applicable to the computer science major. Prerequisite: Sophomore standing or above, completion of 12 minimum hours of computer science courses and departmental approval.

**CS 405 Advanced Interactive Software Implementation  
(3 Cr.)**

In this course, students will create a comprehensive interactive game or application and can work individually or as part of a team. This is a highly interactive course which includes both learning new technologies and revisiting topics from previous computer science courses. Prerequisite: CS 212.

**CS 407 Database Management Systems  
(3 Cr.)**

This course is a study of database design, implementation, and management. Students will learn Structured Query Language (SQL) and use industry standard database products to gain hands-on experience. Prerequisite: CS 212.

**CS 415 Principles of Design and Development  
(3 Cr.)**

This is an upper division course that focuses on the software development lifecycle (analysis, design, implementation, management, and maintenance). This course is largely project work, with students working in teams. Prerequisite: CS 213.

**CS 460 Computer Modeling and Computer Aided Design (CAD)  
(3 Cr.)**

This course introduces basic modeling techniques and technical drawing concepts (using AutoCAD) to create drawings that can be used to build real object both mechanical and architectural. Basic methods of printing and plotting layouts and sheets, working between model space and paper space, and scaling drawings through viewports.

**EC 103 Consumer Economics/Personal Finance  
(3 Cr.)**

This course is designed to build personal financial skills that have a lifetime of usefulness. It covers the basic areas of personal financial planning including budgeting, credit, housing, transportation, insurance, investments, and planning for retirement.

**EC 200 People, Planet, and Profit: Introduction to Sustainability in Business  
(3 Cr.)**

This course is an introduction to the idea of sustainability as practiced by businesses. The challenge for all organizations, both those with and without a profit motive, is defining a sustainable vision. This is a vision that emerges after setting measurable goals and implementing strategies that will improve the organization during a time of resource shortages, global competition, and climate change. Utilizing Systems Thinking, students will learn how a profitable and viable business can protect the environment, reduce social injustice, and enhance society's trust and confidence in private enterprises.

**EC 201 Principles of Microeconomics  
(3 Cr.)**

This is an introduction to microeconomic theory, beginning with a discussion of supply and demand and how the market determines prices. This course then extensively outlines how consumers and firms make economic decisions. The semester concludes with extensions of economic theory into health care, insurance, public goods, and the distribution of income. Prerequisite: MT 106 or MT 107.

**EC 202 Principles of Macroeconomics****(3 Cr.)**

This course provides a basic foundation in the principles of macroeconomics as applied to the overall economy and its behavior. It leads students to consider how and why the economy is affected by periods of expansion and recession, by inflation and unemployment, and by foreign trade and exchange, as well as other economic variables. It also reviews, in detail, the supply and demand relationship among goods, services, and labor as they apply to a global economy. Prerequisite: EC 201 and MT 106 or MT 107.

**EC 341 International Trade and Finance****(3 Cr.)**

The course covers theories of international trade from Adam Smith to current theories. It also covers balance of payments, exchange rate determination, and foreign investment. Prerequisite: EC 201, EC 202 and BU 311.

**EC 400 Cooperatives****(1 Cr.)**

This course covers the history of cooperatives and their role in the American economy. Prerequisite: Departmental approval.

**ED 101 Introduction to Education****(3 Cr.)**

This class will acquaint the students with the profession of education, the regular education program and faculty within the department. Students will investigate what it means to be a teacher and learner through an arts integration framework. This will be accomplished through reflection, exploring the InTASC Model Core Teaching Standards and Danielson Domains, and school site visits. There will be an assessment of oral and written communication skills. There will also be an introduction to the Franciscan Tradition as the basis for the framework of the educational philosophy of the department.

**ED 205 Education for Diversity: Historical Foundations****(3 Cr.)**

In this course students will study and discuss the philosophy of education in historical context as it reflects societal norms and values. Of particular emphasis will be the examination of the experience of various groups whose culture, religion, race or ethnicity placed them outside of the "mainstream" American culture. In addition to this, students also will study the characteristics of the Franciscan tradition with particular emphasis on peacemaking and reconciliation among various groups as a way of becoming more culturally proficient through an arts integration framework. This will be accomplished through reflection, exploring the InTASC Model Core Teaching Standards, museum building and artful interaction with K-12 students. Corequisite: ED 101.

**ED 255 Benchmark I****(0 Cr.)**

The purpose of Benchmark I is to provide teacher candidates/teachers an opportunity to demonstrate their progress in acquiring foundational competencies of teaching and their readiness to proceed with advanced coursework and field experiences. Prerequisite: EDSED 225; 2.75 GPA in Education coursework and overall, OR pass the Praxis CORE Skills test. Corequisite: ED 275, ED 260.

**ED 313 Elementary/Middle School Mathematics Curriculum and Methods****(3 Cr.)**

This course is designed to create competencies in mathematics methods for students preparing to teach in the K-8 classroom. Through reading, writing, and talking about mathematics as well as engaging in hands-on mathematics activities using arts integration strategies, students will develop the skills necessary to successfully create and implement appropriate mathematics activities for various grade levels. Prerequisite: ED 255 (or concurrent). Corequisite: ED 255.

**ED 314 Elementary/Middle School Science Curriculum and Methods****(3 Cr.)**

This course utilizes an arts-integrated approach to create competencies in science methods for teacher candidates preparing to teach in the elementary and middle school classroom. Taught from a constructivist perspective, this course engages participants in discussion, discovery, and research in a variety of methods used to effectively engage science learners. Prerequisite: ED 255 (or concurrent). Corequisite: ED 255.

**ED 315 Elementary/Middle School Social Studies Curriculum and Methods**

**(3 Cr.)**

Using a combination of an arts-integrated and arts-enhanced approach, this course is designed to introduce students to interdisciplinary social studies teaching in the elementary and middle school grades. With student projects and activities framing the instructional sequence, students will investigate the themes and disciplines of the social studies, experience various social studies methods as individual and collaborative learners, and design a personalized arts-integrated activity and assessment for students centered around a topic of their choosing. Prerequisite: ED 255 (or concurrent). Corequisite: ED 255.

**ED 318 Fine Arts Methods****(3 Cr.)**

This course provides effective aids to creative integration of art in elementary schools. The focus is on the study of the present-day trends in instruction and methods. Prerequisite: ED 255 (or concurrent). Corequisite: ED 255.

**ED 355 Benchmark II****(0 Cr.)**

The purpose of Benchmark II is to provide teacher candidates/teachers an opportunity to demonstrate their progress in acquiring foundational competencies of teaching and their readiness to proceed with advanced coursework and field experiences. Prerequisite: ED 255. Corequisite: ED 490.

**ED 380 Specific Secondary Content Methods****(2 Cr.)**

This course addresses specific content methods in secondary education in art, English, mathematics, music, science, social studies, foreign/world languages, or theater. Teacher candidates use content specific instructional resources commonly used in grades 5 through 12 as well as arts integration strategies, current trends and best practice in their respective content areas. Prerequisite: ED 255, EDSSED 260 and EDSSED 275 .

**ED 385 Technologies to Teach: Facilitating Remote Learning****(2 Cr.)**

This course is designed as an introduction to educational and instructional technology and will examine the intersections among technology, classroom learning, instructional design, and curriculum development. Although the course will not be using specific platforms and/or tools, teacher candidates will have the opportunity to select from a range of technologies and tools to complete course projects. This course is designed to give teacher candidates a basic knowledge and understanding of instructional technologies as well as practice applying these understandings to actual classroom practice and responding to the needs of an ever-changing academic environment. Prerequisite: ED 255, EDSSED 260, and EDSSED 275.

**ED 422 Advanced Clinical Experience****(1 Cr.)**

This provides the teacher candidate with the opportunity to plan specific learning experiences for a student or a small group of students under supervision in the area of professional concentration. Students will design, deliver, record, and analyze lessons based on assessments of student needs. Students will need a block of time to spend in an assigned K-12 classroom. Prerequisite: EDSSED 360.

**ED 455 Benchmark III****(0 Cr.)**

The purpose of Benchmark III is to provide teacher candidates an opportunity to demonstrate their professional and personal growth during student teaching as well as demonstrate their potential for future growth as a professional educator. Prerequisite: ED 355, EDSSED 360. Corequisite: ED 495.

**ED 457 Benchmark III for Education Studies Interns****(0 Cr.)**

The purpose of Benchmark III is to provide Education Studies interns an opportunity to demonstrate their professional and personal growth during an internship as well as demonstrate their potential for future growth as a professional educator. Prerequisite: Successful completion of ED 355, EDSSED 360 and EDSSED 395. Corequisite: ED 487 and ED 489.

**ED 480 Student Teaching: Early Adolescence - Adolescence****(9 - 11 Cr.)**

Teacher candidates will student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. The focus is on the practices and roles of the beginning classroom teacher in a

diverse, global world. Prerequisite: ED 355, completion of major/minor requirements, 3.0 GPA in education coursework, content coursework, and overall, OR pass the appropriate Praxis 2 Content Test and submit a professional portfolio on content area. Corequisite: ED 455, ED 495.

**ED 481 Student Teaching Regular License  
(9 - 11 Cr.)**

Teacher candidates will student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. The focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. A University supervisor assigned by the placement office will evaluate student teachers.

**ED 482 Student Teaching: Early Childhood - Middle Childhood  
(9 - 11 Cr.)**

Teacher candidates will student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. The focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, completion of major/minor requirements, 3.0 GPA in education coursework and overall, OR pass the appropriate Praxis 2 Content Test and submit a professional portfolio on content area. Corequisite: ED 455, ED 495.

**ED 484 Student Teaching: Early Childhood-Adolescence, Special Areas  
(9 - 11 Cr.)**

Teacher candidates will student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. The focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, completion of major/minor requirements, 3.0 GPA in education coursework and overall, OR pass the appropriate Praxis 2 Content Test and submit a professional portfolio on content area. Corequisite: ED 455, ED 495.

**ED 486 Student Teaching: Middle Childhood - Early Adolescence  
(9 - 11 Cr.)**

Teacher candidates will student teach full days for a full semester (18-20 weeks) in P-12 settings under supervision within the candidate's targeted area(s) of certification. The focus is on the practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, completion of major and minor requirements, 3.0 GPA in education coursework, minor coursework, and overall, OR pass the appropriate Praxis 2 Content Test and submit a professional portfolio on content area. Corequisite: ED 455, ED 495.

**ED 487 Education Studies Internship  
(9 Cr.)**

Education Studies interns participate in full days for a full semester (16 weeks) in local education agencies settings under supervision within the candidate's targeted area(s) of internship focus. This course focuses on engaging interns in the practices and roles of beginning professionals within the targeted profession. Prerequisite: Successful completion of ED 355, EDS 360 and EDS 395. Corequisite: ED 457 and ED 489.

**ED 489 Professional Development Seminar for Education Studies Interns  
(3 Cr.)**

This course is designed to acquaint future education professionals with competency skills deemed necessary for the successful practice of specific disciplines in multicultural and diverse education agency settings. The focus of this course is on characteristics, policies, practices, and organization dynamics of education agencies that affect the delivery of services and programs for all members of the organization. Prerequisite: Successful completion of ED 355, EDS 360 and EDS 395. Corequisite: ED 457 and ED 487.

**ED 490 Teaching and Professionalism  
(2 Cr.)**

This course will begin to explore employment procedures and expectations for securing a teaching job and maintaining the teaching license. This course also will focus on the culture of schools and how teachers effectively work with the community, faculty, staff, and parents to meet the needs of all students. Finally, discussions will address current topics as they relate to the professional responsibilities of being an educator. Prerequisite: EDS 395 (or concurrent), 3.0 GPA in education coursework and overall. Corequisite: ED 355.

**ED 495 Professional Development Seminar  
(1 - 3 Cr.)**

This course introduces teacher candidates to the profession of education through the lens of the InTASC Core Teaching Standards and the Danielson Framework for Effective Teaching. In addition, this course prepares teacher candidates to prepare their respective Pedagogical Knowledge Assessments for local evaluation. Teacher candidates will examine their paradigm of learning and teaching as well as the attitudes and dispositions of effective teachers. Other topics addressed in this course include best practices and cognitive neuroscience in education. Prerequisite: ED 355, 3.0 GPA in education coursework and overall. Corequisite: ED 481 or EDSSED 488.

**EDSED225 Introduction to Inclusive Instruction and Assessment  
(4 Cr.)**

This is a 4-credit course that introduces teacher candidates to the 10 Interstate New Teacher Assessment and Support Consortium (InTASC) Standards and Council for Exceptional Children (CEC) Standards. This course also includes opportunities for field experiences around research-based assessment and instructional strategies.

This course will focus on traditional and performance assessment, research-based instructional strategies, Response to Intervention policy and procedures, Bloom's Taxonomy, introduction to special education law, and other topics intrinsic to the teaching profession. Students will be introduced to lesson planning as well as developing traditional test and performance rubrics. This course includes 20 hours of field experiences, which have been woven into the structure of the day-to-day classwork. Students should expect to spend 2.0–2.5 hours per week in the field over a 10-week span. Prerequisite: ED 101, ED 205.

**EDSED260 Field Experience I  
(1 Cr.)**

This course provides an opportunity for teacher candidates to explore the teaching profession in an elementary/middle/secondary classroom setting. Teacher candidates will observe and participate in a variety of lessons and activities in the assigned placement. The goal of the observations is to identify the 10 Inter-state Teacher Assessment and Support Consortia (InTASC) Standards in action and teach two lessons during the required 32 hours. Lessons may be delivered to whole or small groups. Prerequisite: EDSED225, B- or better GPA across CA108, EN101, EN102, and MT 119 or MT 196 (or higher), OR pass the Praxis Core Skills Test. Corequisite: EDSED 275 and ED 255.

**EDSED275 Fundamentals of Inclusive Instruction and Assessment  
(3 Cr.)**

This course builds on the prerequisite EDSED 225 course and addresses the conceptual framework that guides the art and science of teaching through the introduction to current learning theory, a more detailed lesson planning format, art integration, differentiated instruction, and assessment strategies that are developmentally appropriate. Portfolio I, part of the Teacher Education Division's Portfolio Assessment system, is facilitated in this course as well. Prerequisite: EDSED 225, B- or better in CA108, EN101, EN102, and MT 119 or MT 196 or higher, OR pass the Praxis CORE Skills Test. Corequisite: EDSED260 and ED255.

**EDSED317 Foundations of Special Education  
(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 will be emphasized. Prerequisite: EDSED 225.

**EDSED340 Classroom Management and Culture I  
(3 Cr.)**

This course will focus on preparing teacher candidates to build a community of learners while considering a wide range of academic, social and emotional differences among K-12 students using arts integration strategies. A secondary emphasis will be on applying learning techniques and principles to establish proactive behavior management techniques designed to support individual student behaviors. Prerequisite: EDSED 225.

**EDSED360 Field Experience II  
(1 Cr.)**

This pre-student teaching field experience provides an opportunity for teacher candidates to explore the teaching profession in an actual classroom setting. Teacher candidates will observe and participate in a variety of classroom activities, will complete 35 hours at the assigned field site, and will deliver at least three instructional lessons. Prerequisite: EDS275. Corequisite: EDS395.

### **EDSED370 Classroom Management and Culture II (2 - 3 Cr.)**

This course will focus on preparing teacher candidates to build a community of learners while considering a wide range of academic, social and emotional differences among K-12 students. An additional emphasis will be on applying learning techniques and principles to assess disruptive individual student behavior. The course requires that students conduct and produce a Functional Behavior Assessment (FBA). The FBA will lead to the development of a Behavior Intervention Plan (BIP). Each student will be required to deliver an oral presentation reviewing the development and implementation of the BIP. Students who have a Special Education Minor must take this course for 3 credits. Prerequisite: EDS 340.

### **EDSED395 Advanced Inclusive Instruction and Assessment (3 Cr.)**

This course builds on the prerequisite EDS 275 course and is designed specifically for teacher candidates to develop confidence in designing lesson plans, instructing, and assessing the elementary and middle childhood students. Teacher candidates will develop lesson plans and a unit plan which incorporates research-based methods, best practices and current assessment practices. Course topics include essential teaching strategies that are foundational for teacher effectiveness, instructional models designed to teach specific learning objectives, Understanding by Design unit plans, constructivist theory, media/technology literacy, and arts integration. The assessment topics include informal and formal classroom assessment designs, rubrics, grading methods, standardized testing and communicating assessment results. Prerequisite: EDS 275. Corequisite: EDS 360.

### **EDSED481 Student Teaching Dual Licensure (9 - 11 Cr.)**

Student teaching provides full-day opportunities for teacher candidates in pre-K-12 settings under supervision within targeted area(s) of certification for an entire semester. Student teaching placements in 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. The focus is on practices and roles of the beginning classroom teacher in a diverse, global world. A University supervisor assigned by the placement office will evaluate student teachers.

### **EDSED488 Student Teaching: Dual Certification (9 - 11 Cr.)**

Student teaching provides full-day opportunities for student teachers in pre K-12 settings under supervision within targeted area(s) of certification. Focus is on practices and roles of the beginning classroom teacher in a diverse, global world. Prerequisite: ED 355, completion of major and minor requirements, 3.0 GPA in education coursework, minor coursework, and overall, OR pass the appropriate Praxis 2 Content Test and submit a professional portfolio on content area. Corequisite: ED 455, ED 495.

### **EN 010 College Reading, Grammar and Composition (3 Cr.)**

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

### **EN 100 Persuasive Writing Skills (3 Cr.)**

This 12-week course provides a study of the mechanics of English, practice in methods for improving reading and thinking skills, and an introduction to expository writing. The course will prepare students for EN 102. Writing is judged according to standard written English. Not open to students who have taken EN 010 and EN 101. Prerequisite: Placement test result.

### **EN 101 Persuasive Writing (3 Cr.)**

The course is the first part of a two-part sequence. The course provides study and practice in rhetoric and essay writing, emphasizing writing as a process of invention, drafting, revising and editing. The main goal of the course is to encourage good

habits of writing for students' lives in and out of college. Effective reading strategies and critical thinking skills are also key components of the course. Standard English is required. (In order to receive CLEP credit for EN 101, students must achieve a normed "B" on the CLEP exam.)

**EN 102 Research Writing  
(3 Cr.)**

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

**EN 103 Persuasive Writing Studio Workshop  
(1 Cr.)**

English 103 is designed to help students move through the first-year writing sequence more quickly by supporting the required writing for English 101. This studio workshop provides students with opportunities for study and practice that are distinct from (but also connected to) their work in English 101. Students will discuss and reflect on expectations for college writing, workshop drafts of English 101 writing projects, review their English 101 instructors' feedback, and discuss strategies for revision and editing. Prerequisite: Placement into EN 010. Corequisite: EN 101.

**EN 150 Introduction to Literature  
(3 Cr.)**

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

**EN 200 Autobiography and Life Stories: Reading, Responding, Writing  
(3 Cr.)**

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

**EN 201 Configurations of Families  
(3 Cr.)**

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

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

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

**EN 207 Linguistics and Writing  
(3 Cr.)**

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

**EN 208 Creative Writing  
(3 Cr.)**

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

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



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

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

This course includes a sampling of autobiographies, poetry, fiction and drama written by African Americans, with some emphasis on key literary and historical periods.

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

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

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

This course will focus on and illuminate the extraordinary voices of Irish writers from 1900 to the present. Assigned readings will analyze and celebrate writers of genius and courage.

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

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

**EN 217 Images of Women in Film  
(3 Cr.)**

This course is an introduction to the depiction of women in Hollywood films from the critical perspective of feminist film theory. Particular emphasis is placed on major women directors, writers and other artists who have contributed significantly to the development of film art. This course includes the viewing of representative films and also is listed under ART 217.

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

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

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

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

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

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

**EN 221 Documentary Film: Agents of Change  
(3 Cr.)**

This class considers both the content and form of documentary film as this genre emerged in the twentieth century and transformed into the twenty-first. Through screenings of representative works as well as readings and class discussions, this course will investigate documentary film conventions and historical periods, focusing on films that give voice to social justice issues including the environment, race, class and/or religion, among others. Of special note will be analyzing how documentary films marshal evidence to tell a story, move an audience or frame a particular worldview.

**EN 222 U.S. Literature  
(3 Cr.)**

This course is a survey of literature of the United States from the beginning to the mid-twentieth century. Challenges to traditional conceptions of canon and periods may be included.

**EN 223 British Literature  
(3 Cr.)**

This course is a survey of British Literature from the beginning to the twentieth century. Challenges to traditional conceptions of canon and periods may be included.

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

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

**EN 229 Technical Writing  
(3 Cr.)**

This course focuses on the production of technical documents that are used in industry, government, business, and academia. Students will create a variety of print and electronic documents, including brochures, manuals, reports, instructions, newsletters, and websites. Prerequisite: EN 101, EN 102.

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

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

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

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

**EN 243 Gender and Literature  
(3 Cr.)**

This course examines literature and gender in various periods to consider gender representation and identity; coding, power, and expectations; and sexuality and fluidity. In so doing, this course will introduce students to gender theory while also examining the changing roles of gender over time.

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

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

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

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

**EN 252 Literary Masterpieces  
(3 Cr.)**

A survey of literary periods and genres of Britain and United States from the beginnings to the mid-twentieth century. This course will include exposure to numerous genres including non-fiction, fiction, poetry, and drama and will serve to expose students to canonical works from numerous literary periods across history.

**EN 303 Multicultural Literature****(3 Cr.)**

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

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

This course introduces students to the poetry, drama and fiction of Europe. Topics for study might include classics of Western Civilization, 20th-Century works by non-English European writers, literature produced by the European colonies or the literature of war. Themes and assigned works vary from year to year.

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

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

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

We live fast lives, at times at the expense of recognizing the diverse communities around us. This course affords students the opportunity to connect with their street, their neighbors, their neighborhood and their city. Through engagement with a variety of digital modes, students will understand the principles of interviewing and storytelling, foster communication skills and enhance their creative acumen. Students may produce digital stories involving experiential learning and/or cultural immersion.

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

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

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

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

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

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

**EN 317 Write Your World: Creative Nonfiction****(3 Cr.)**

This course offers students practice in rhetorical and expressive writing, with an emphasis on developing an awareness of style. Students critique their own essays and the essays of their peers, and students prepare a portfolio of writing. Prerequisite: EN 102.

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

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

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

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

**EN 321 Independent Study****(1 - 3 Cr.)**

Independent study

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

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

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

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

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

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

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

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

**EN 401 Literary and Cultural Theory****(3 Cr.)**

A study of major critical theories and the application of these theories to specific literary texts, this course also explores the connection between literary theory and the student's work in other courses.

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

This course requires each student to do extensive, independent research and write an individual project. Course topics and texts will vary by semester. Prerequisite: Junior standing or consent of department chair.

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

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

**EN 412 Literary Theory**

**(3 Cr.)**

This course involves the study of major critical theories and the application of these theories to specific literary texts. Prerequisite: Junior standing in English major or minor or Writing major.

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

This course focuses on the production and revision of new creative works as well as the intensive revision of student portfolios from previous writing courses. This course also includes preparation for a public reading of student work on campus. Prerequisite: Junior standing or department consent.

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

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

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

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

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

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

**ESL 410 Instruction and Assessment of English Language 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 411 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 412 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 adolescence will be introduced. Phonetics, phonology, morphology, syntax, semantics, and communicative competence and their implications for teaching all children will be covered. 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 will familiarize themselves with speech and language screening and diagnostic processes for young children. Teacher candidates also will learn how to create an environment that supports language acquisition for all children. Research will be conducted on educational issues related to linguistically diverse children and their families.

**ESL 413 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 and exit the ESL program prepared to enter college.

**ESL 416 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.

**FR 101 Elementary French****(4 Cr.)**

This course is designed for students who have no previous exposure to the French language. Students will acquire basic communication skills in the areas of reading, writing, listening, and speaking. Orientation to aspects of French culture and civilization from a global perspective is included. Students will be actively involved in the development of their communication skills. Prerequisite: Not open to seniors.

**FR 102 Elementary French****(4 Cr.)**

This is the second half of an introduction to the study of French. This course promotes the acquisition of basic communication skills in the areas of reading, writing, listening, and speaking. Students participate in communicative activities, complete workbook assignments and read a variety of authentic texts. Study of basic aspects of the French culture and civilization is an important aspect of this course. Students have one semester of college-level French or are placed according to their score on the department placement test. Prerequisite: FR 101.

**FR 201 Intermediate French****(3 Cr.)**

This course follows two or three years of high school French or two semesters of college French. The course offers a review of previously learned material, but gives emphasis to more complex grammatical structures to develop conversational and reading skills. Students will be actively involved in furthering their communication skills as they interact in real-life situations. Culture and history are an integral dimension of this course. Prerequisite: FR 102 or permission from the instructor.

**FR 202 Intermediate French****(3 Cr.)**

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

**GE 101 General Geography****(3 Cr.)**

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

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

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

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

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

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

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

**GE 312 Environmental Politics****(3 Cr.)**

This course is designed to introduce students to historical and contemporary issues in environmental politics and policy in the U.S. It also teaches them the various policy initiatives that have been put in place to respond to those problems. Finally, it takes a broader view of key environmental issues such as climate change, population, sustainability, etc., by examining them from a national and global perspective. Also listed under POLS 312.

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

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

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

This is an introductory course designed to teach students to understand, speak, read and write in German. Students will become familiar with recent German culture and history. Emphasis is on learning the fundamentals of grammar, speaking in simple sentences using correct pronunciation, responding to questions regarding everyday life, and reading short selections about everyday activities. Fundamentals of oral and written grammar and a correct reading of simple German is practiced.

Prerequisite: Not open to seniors.

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

This is a continuation of GR 101 and emphasizes the acquisition of basic communication skills in the areas of speaking, reading, writing, and listening. Students will be asked to participate in communicative activities, complete workbook assignments as well as read a variety of authentic texts. Students have one semester of college-level German or are placed according to their score on the department placement test. Prerequisite: GR 101.

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

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

**HLTH 101 Medical Terminology****(3 Cr.)**

This course addresses basic medical terminology associated with body systems. The emphasis is on the meaning and components of medical terms and the meaning of prefixes and suffixes. The course also focuses on using professional communication and medical language.

**HONOR201 Honors Seminar: Service Rooted in Social Justice****(1 Cr.)**

This course offers an introduction to the foundation of a theory of service rooted in servant leadership, the Franciscan heritage, and an obligation to the common good. It offers students the opportunity to develop a commitment and habit of service rooted in social justice through classroom instruction and service-learning experience. Prerequisite: Honors program enrollment.

**HONOR202 Honors Research Seminar****(1 Cr.)**

This independent study course requires students to take an existing research project or paper and develop it under the guidance of a professor. The goal for the research project is to bring it up to professional standards and present it. Under the guidance of a professor, the student will identify a conference that is appropriate for the scholarship, write and submit a proposal that follows conference guidelines, and prepare and give the presentation. Prerequisite: Honors program enrollment.

**HONOR203 Honors Experiential Learning Seminar****(1 Cr.)**

This directed study class requires students, individually or in a small group, to work with an instructor to curate a list of a minimum of five experiential learning activities related to the student's major or field of study/interest. Activities should be comprised of a variety of experiential modes, and could include attending speakers, events, films, plays, exhibits, conferences, museums, etc., both on and off campus. Students will spend time outside of class preparing for the events by completing initial preparation and research tasks, and will reflect on their experiences after attending in writing and with regular instructor meetings. Students will end the semester by synthesizing their experiential activities with their larger field of study/interests/future plans. Prerequisite: Honors program enrollment.

**HS 103 Ancient and the Medieval Worlds****(3 Cr.)**

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

**HS 104 Medieval Civilization 476-1500 A.D.****(3 Cr.)**

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

**HS 113 American Government****(3 Cr.)**

In this course, students are introduced to the fundamentals of the United States national government, with emphasis on how political, social and human values are expressed in the American political system. Students will examine both the institutions and participants crucial to democratic government in the United States. Also listed under POLS 102.

**HS 126 Survey of American History****(3 Cr.)**

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

**HS 127 World Cultures and Communities****(3 Cr.)**

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

**HS 201 Early Modern Civilization 1500-1815****(3 Cr.)**

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

**HS 202 History of the Modern World****(3 Cr.)**

This is a study of global development in the eras of nationalism, colonialism, totalitarianism and contemporary revolution of the 18th, 19th and 20th centuries.

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

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

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

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

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

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

**HS 209 Introduction to the History of the World's Religions****(3 Cr.)**

This course will introduce students to the histories of the major religious traditions that have had a significant impact on the world state. Included are these traditions: Hinduism, Buddhism, Judaism, Christianity and Islam. The historical expressions of



compassion (and its all-too-frequent absence) will provide an additional framework to view the impact of these traditions on the world.

### **HS 211 Other Voices**

**(1 Cr.)**

This class focuses on the voices not often heard. The class provides an overview of the history of indigenous populations in Wisconsin and others within the context of racism, as well as women within the context of sexism. This course addresses the Department of Public Instruction's equity requirement for Act 31.

### **HS 214 African-American History**

**(3 Cr.)**

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

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

**(3 Cr.)**

The course will examine the United States history from its origins to 1877. Students will examine how a diverse group of people came together to form 13 new colonies, then rebelled against the British and won their independence. Then the course examines how common people and their leaders built a new nation. The course concludes with a study of how slavery tore the nation apart and caused the Civil War.

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

**(3 Cr.)**

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

### **HS 232 International Politics**

**(3 Cr.)**

This course provides an introduction to world politics. The class will survey the different systems countries use to govern themselves and the ways nation states interact within a complex international system. This course surveys both the theoretical foundations as well as the actual workings of the international system and history, political ideology, governmental systems of individual nations.

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

**(3 Cr.)**

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

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

**(3 Cr.)**

This in-depth course begins with the rise of Jacksonian democracy then focuses on the causes and conduct of the war, and the implications on the home front for both the Confederacy and Union ending with the Reconstruction era.

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

**(3 Cr.)**

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

### **HS 250 Modern America and Museum Studies**

**(3 Cr.)**

This course introduces students to the history, philosophy, ethics and organization of the public history profession. Using numerous hands-on activities, students also will be exposed to basic public history practices and projects.

### **HS 252 Intercultural History and Politics**

**(3 Cr.)**

This course will focus on the rich history and contemporary politics of Africa or Asia. The course will begin with a survey of the region's history highlighting its political, social and economic history. The second part of the class will examine how that history informed contemporary Africa or Asia. It will study of the region's political process, the varieties of governmental systems and institutions and how the region's states interact with each other and the rest of the world. Also listed under POLS 252.

**HS 261 Intercultural History: Africa****(3 Cr.)**

Starting with the origins of man, this course focuses on the rich history of Africa. Students will learn the great diversity of this continent and its role in the history of many empires and nations. Special emphasis will be given to the great early civilizations of Egypt; the great western empires of Mali, Ghana and Songhai; the introduction of Islam and, later, slavery; the impact of colonization; and, finally, independence.

**HS 262 Intercultural History: East Asia****(3 Cr.)**

This course focuses on the modern history of East Asia concentrating on China and Japan. Students will examine both the internal or domestic history of each nation and the interactions between East and West, particularly focusing on interactions among the United States and China and Japan.

**HS 263 Intercultural History: Latin America****(3 Cr.)**

A study of the history and development of Latin America as a region, this course starts with the early pre-Western civilizations and moves through the impact of Columbus' "discovery," the development of various regions under European rule, and, ultimately, independence.

**HS 264 Intercultural History: Middle East****(3 Cr.)**

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

**HS 265 Intercultural History: Russia****(3 Cr.)**

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

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

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

**HS 268 The Tumultuous Sixties****(3 Cr.)**

This course covers the years 1946 to 1980, with emphasis on the 1960s decade. The class delves into the events and issues that led up to the 1960s, such as the rights and protest movements as well as the ramification of these and other events and ideas. This course may be used toward an advanced core certificate.

**HS 301 The Law in American Politics****(3 Cr.)**

In this course, students will study the American judicial system and its role in U.S. politics. Students will explore the structure of the federal court system and the political battles from Wisconsin and the Midwest to Washington. Students also will examine the roles of participants in the judicial system, including judges, lawyers, interest groups and the public. Cross-listed with POLS 303.

### **HS 302 The History of American Women**

**(3 Cr.)**

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

### **HS 305 Growing Up and Youth Rebellion**

**(3 Cr.)**

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

### **HS 306 God's America: American Social and Religious History**

**(3 Cr.)**

This course will examine the important role social and religious movements played in defining the United States. It will focus on the causes, goals, and results of reform, peace, religious and other social movements and the role these movements played in public policy debates. The course will also examine how religion and other ideologies were used to exclude and isolate Americans from the broader society.

### **HS 307 The Presidency**

**(3 Cr.)**

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

### **HS 340 Constitutional History**

**(3 Cr.)**

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

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

**(3 Cr.)**

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

### **HS 345 The United States in World War II**

**(3 Cr.)**

This course will examine how World War II changed America. It begins by looking at how the nation was slowly drawn into the war and then examines the course of the war and military strategies. The course also includes the dramatic impact the war had on the homefront, looking at how the conflict provided both opportunities and tension.

### **HS 400 Independent Study**

**(1 - 3 Cr.)**

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

### **INTDS210 Stories of Self**

**(3 Cr.)**

This course will use psychological theories to help explain the construction of the self and to explore how individuals navigate multiple facets of identity, including ethnicity, gender, sexuality, physical presentation, and psychological health. Through this exploration, students will see the intersectionality of identity factors in the development of the self, in cultivating relationships, and in forming views of the world. Students will have the opportunity to apply a psychological understanding of identity development to characters in literature who are coming to better understand who they are as individuals. These psychological insights will help students deepen their understanding of character development (and vice-versa), as a means to greater self-awareness and consideration of the world around them.

### **INTDS211 Persuasive Storytelling**

**(3 Cr.)**

In this course we will learn basic principles of persuasion and analyze the ways we are persuaded through our relationships, media, pop culture, marketing, and the arts as well as explore the different ways storytelling skills can be used to elicit a response from the audience. Media literacy will be addressed.

### **INTDS212 Black and Latinx Identities in Pop Culture**

**(3 Cr.)**

This course introduces and examines the role of pop culture in shaping the Black and Latinx identities in the U.S. and the Americas. We will examine the ways in which musical performances, lyrics, documentaries, movies, social media sites, and other artistic works promote individual and collective understandings of Blackness and Latinidad(es). The comparative approach of this course exposes students to the commonalities and divergences in the construction of cultural identities and between communities. We will pay particular attention to the intersections between ethno-racial identities, language, gender, sexuality, and class. By integrating Black and Latinx studies, this course promotes a deeper appreciation of the struggles of these communities to develop a sense of belonging.

### **INTDS220 Nutrition and Culture**

**(3 Cr.)**

This course will focus on the relationship between global cultures and nutrition. Cultures are essential to influencing diets and diet is integral to overall health. Topics such as the impact of the Fertile Crescent and the advent of farming to development of original cuisines of cultures all over the world will be explored in relationship to the nutritional contribution of each. Students will learn about “food deserts” in urban areas and how such cultural and economic influences shape the physiology of that population.

### **INTDS221 Environmental Studies**

**(3 Cr.)**

This integrated science and humanities course connects and relates ecological systems to cultural systems, explores nature’s life cycles and the interactions between them, and engages students in community field experiences. Students will come away from this course knowing more about environmental sustainability from both a scientific and ethical perspective. The course fits well with virtually any course of study, but is ideal for business, education, and science students. It meets the Department of Public Instruction’s standards on environmental literacy for Education.

### **INTDS222 Forensics: DNA, Psychology and the Courtroom**

**(3 Cr.)**

This course will examine the forensic science and forensic psychology behind solving crimes, murder mysteries, and wrongful convictions—from the crime scene and laboratory to the human mind and the courtroom. Students will explore the basic history and science behind DNA, techniques used in obtaining DNA samples for testing, and practices behind DNA profiling, DNA fingerprinting, and other biological evidence in exonerations, as well as the science behind false confessions, eyewitness identification and testimony, and the limits of human memory. Through introduction to the Innocence Project and exploration of real-life cases, students will gain insight into the relationship between forensic science and the pursuit of justice.

### **INTDS230 Dialogues on Power, Privilege and Difference**

**(3 Cr.)**

This course examines the context of bias, privilege, prejudice, discrimination, power, and inequality as they are illustrated in fiction, poetry, and speeches. Students will uncover the principles and theories in the works and will produce their own products on the topics of the course. Through role-playing, dialogue, and collaboration, students will demonstrate active listening, perspective taking, and deliberation.

### **INTDS231 Fault Lines: Campaigns, Elections and Political Communications**

**(3 Cr.)**

This interdisciplinary class will look at elections and campaigns from a political science and communications perspective. Students will look at the institutions governing campaigns, voting, public opinion, and political participation from a political science perspective. Students will also use the lens of communications to examine campaign speeches, social media, commercials and other means candidates, parties, and special interest groups use convey their message.

### **INTDS232 Crime and Punishment**

**(3 Cr.)**

This course seeks to bridge the gulf between theory and current issues of concern in the areas of crime and punishment. The course will examine the role and function of law, both from a legal and philosophical perspective. What is the connection between law and morality, and are the moral justifications for punishment consistent with a fair and just society? The course will examine historical and contemporary perspectives of justice, power, and social disparities. Through examination of pertinent U.S. Supreme Court decisions, the course will also look at the relationship between natural and positive law and at various theories of constitutional interpretation.

**INTDS240 Social Movements****(3 Cr.)**

Through lenses of power, resistance, and identity, this course will draw from history and sociology to examine a range of social movements including: the feminist and women's movement, Black power and civil rights, and Black lives matter movements, the Chicano Movement/Latinx, Native American (including Wisconsin tribes), and Asian movements. By the end of the course, students will be able to understand, analyze, and compare the origins, strategies, tactics and outcomes of various social movements including their roots/history and politics that placed them outside of the "mainstream" American culture.

**INTDS241 African American Stories****(3 Cr.)**

This course pairs a deep understanding of African American history with a sampling of autobiographies, poetry, fiction, and drama written by African Americans, as a means to appreciate African American culture and better understand the challenges around race and racism that still remain today.

**INTDS242 Taboo Topics: Religion and Politics****(3 Cr.)**

What are the two topics you should not discuss at the dinner table? Answer: Religion and Politics. Why do certain groups of Christians deny climate change and consider themselves Christian Zionists? Why do other groups of Christians promote 'green' legislation? What does religion look like in a pluralistic society? Was the U.S. founded as a Christian nation? These questions are only a few of those that a careful historical and doctrinal exploration of religion in America can unlock. This course will be a historical overview of the uniquely American experience of Religion. Understanding many of the issues in current society require unlocking this history.

**INTDS250 Catch That Sound****(3 Cr.)**

This course will examine how sound is created by voice or instrument and becomes music, and how the nature of music has fundamentally changed in the last century with the dawn of amplification, recording, and digital media. We'll study how sound is captured, manipulated, and recorded. Further, we'll examine how musicians and technicians collaborate to create music and what impact that is having from the recording industry, to the humble podcast.

**INTDS251 Creativity Constructed: Galleries and Stages****(3 Cr.)**

This course will compare the artistic process of studio artists preparing for a gallery or museum exhibition with the artistic process undertaken by designers in the performing arts. We will study similarities, explore parallel uses of technology, and reveal the underlying human and artistic goals common to these fields. This course will engage significantly in practical, hands-on studies in gallery installation, museum display, and theatrical production settings.

**INTDS252 Social Change Through Storytelling****(3 Cr.)**

This interdisciplinary production, theory, and writing course will explore the use of digital media as a cogent and vital method of digital storytelling. Students will learn hands on production techniques that will include digital still and video/phone cameras, and non-linear image and sound editing strategies. Students will also study the key principles of interviewing and storytelling, foster communication skills, and enhance their creative acumen. Drawing on individual students' passions and interests, emphasis will be on creating short digital narratives that shed light on and provide a voice for the untold stories found in our diverse community. This semester, we will investigate the vibrant, poignant, and prolific social justice murals of Milwaukee, and study how public art intersects with social change.

**INTDS290 Pre-internship****(1 Cr.)**

This course focuses on providing students with the vital knowledge and skills to achieve their career goals through preparing and organizing an informed internship or post-graduate job search plan. It challenges students to increase awareness of their career readiness/employability skills, potential career pathways, job search strategies, and competencies valued by employers. Students will demonstrate knowledge of how to market themselves in the internship or job search process through an effective set of career search related documents, an online profile, and use of interviewing techniques as they seek to gain and leverage real-world experience prior to graduation. This course will help students effectively market their educational accomplishments and employability skillsets to employers. Prerequisite: Sophomore standing.

### **INTDS401 Capstone**

**(3 Cr.)**

This culminating experience allows undergraduate students to work in diverse teams to address real-world questions/issues/problems in support of and in collaboration with a community partner. Each student will bring to their team the skills and knowledge they have developed throughout their time at Stritch, and the team will work together to help the community partner. Along the way, the team will prepare a project timeline and action plan, will write and present a mid-project report, and will write and present a final report. Prerequisite: Senior status.

### **INTDS403 Internship**

**(1 - 6 Cr.)**

An internship is a directed, practical learning experience that integrates knowledge and theory learned in the academic setting with meaningful work, real-world application, and skill development in a professional setting. Through the internship, students will apply concepts and skills acquired in their academic program to real-world work situations; gain direct knowledge of industries and career paths; and reflect on the essential 21st century skills, knowledge, and experiences developed under the supervision of a professional serving as a co-educator. For each academic credit pursued, students will need to complete a minimum of 42 hours of direct, professional-level service with their placement. In addition to their intern responsibilities, students will complete assignments, participate in scheduled workshops and individual meetings, and present a project based on their internship experience. Prerequisite: INTDS 290 or instructor approval.

### **ITAL 101 Elementary Italian**

**(4 Cr.)**

This course introduces students to the Italian language and culture. To promote basic communication skills, students will learn basic grammar and vocabulary while studying pronunciation rules through oral and written practice. Students also study basic aspects of the Italian culture and civilization. This course is designated for students who have no previous exposure to the Italian language or are placed according to their score on the department placement test.

### **ITAL 102 Elementary Italian**

**(4 Cr.)**

This is the second half of an introduction to the study of the Italian language. Students will continue to acquire basic communication skills through the study of grammar, vocabulary, and pronunciation rules, and the production of oral and written exercises. Students also will study basic aspects of the Italian culture and civilization. Students have one semester of college-level Italian or are placed according to their score on the department placement test. Prerequisite: ITAL 101.

### **ITAL 201 Intermediate Italian I**

**(3 Cr.)**

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

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

**(3 Cr.)**

This course is an extensive review of the fundamentals of mathematics. The topics covered include arithmetic operations of whole numbers, fractions, decimals and integers; ratios, rates and proportions; percent; elementary descriptive statistics; applications for business and consumer math; metric measurement; and an introduction to geometry, graphs, and algebra. Use of a scientific calculator also will be taught. Although assessed for three credits, this course does not carry University credit. The purpose of this class is to provide students with the math skills needed to succeed in later math classes and in classes using basic math skills.

### **MT 095 Algebra Basics**

**(3 Cr.)**

This course focuses on the structure of the real number system. It reviews many of the topics covered in a traditional first course in algebra. These topics include linear equations and inequalities, coordinate geometry, exponents and operations with polynomials, systems of linear equations and inequalities. Solving quadratic equations by factoring and radicals will be introduced. Although assessed for three credits, this course does not carry University credit. Prerequisite: Placement results or MT 010.

**MT 103 Math for Elementary/Middle School Teachers II****(3 Cr.)**

This course is designed for teachers who will be teaching in the elementary grades (1-9). The content of this course reflects the Common Core Standards for Mathematics. Students will study estimation, computation, number systems and number theory, geometry, measurement, probability, statistics, fractions, decimals, percents, number patterns and relationships, and algebra. Through the investigation of the grades 1-9 mathematics content students will use problem solving, critical thinking strategies and methodology. Students will become familiar with current applications of mathematics. Students will learn to examine, represent, invent, transform, conjecture, justify, apply, and communicate mathematics in cooperative group and individual situations. This course examines the mathematical curriculum found in the Common Core Standards for Mathematics. Prerequisite: MT 107 or higher math placement.

**MT 106 Pre-statistics****(3 Cr.)**

This course covers core quantitative, algebra and geometry concepts, formulas, and graphs used in transfer-level statistics. Course lessons will integrate numeracy, proportional reasoning, algebraic reasoning, and functions. The course develops conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Prerequisite: Placement test results below MT 120 will require the student to take this course.

**MT 107 Intermediate Algebra****(3 Cr.)**

This course is designed to address, at the college level, intermediate algebra topics. It is mainly focused on the structure of the real number system, with an introduction to the complex number system. These topics include the concepts and operations of functions, absolute value equations and inequalities, linear and quadratic equations and inequalities, systems of linear equations and inequalities, rational expressions and equations, roots and radicals, and the applications of these topics. Prerequisite: Placement results or MT 095.

**MT 109 An Introduction to Mathematical Thinking****(3 Cr.)**

This course covers a broader view of mathematics than computation. Topics include inductive and deductive reasoning, patterns in number sequences, logic, set theory and discussions of systems of numbers, graph theory, explorations in geometry, methods of counting, probability and statistics. The focus of this course is to view the nature of mathematics as an organized, beautiful body of thought and to examine how we interact with mathematics in our daily lives. Prerequisite: Placement results or MT 106.

**MT 111 Integrated Algebra Support Lab****(2 Cr.)**

This course provides corequisite support for students requiring remediation in mathematics while enrolled in MT107. It is designed to review those concepts and skills required for success in MT107. Topics include fundamental concepts of and arithmetic operations with fractions, decimals, and percentages, geometric formulas, linear equations and inequalities, coordinate geometry, exponents and operations with polynomials, and systems of linear equations and inequalities. The concepts of solving quadratic equations by factoring and radicals will be introduced. Please note that there is a fee associated with this course that covers access to Hawkes Learning Systems and Guided Notebook. Prerequisite: Placement into MT 010 or MT 095. Corequisite: MT 107.

**MT 113 Applied Algebra for Health Sciences****(3 Cr.)**

This course is intended to give students the mathematical tools they will need for success in the health sciences. The course stresses formula manipulation and problem solving using algebraic, geometric, and statistical techniques with a special focus on applications to health care professions. Topics include linear, rational, exponential, and logarithmic equations, ratios and

proportions, direct and inverse variation, basic geometry, and statistics. Prerequisite: MT 095, MT 106, MT 107 or higher math placement.

### **MT 119 Quantitative Reasoning**

**(3 Cr.)**

This course is designed to develop students' analytic reasoning abilities, enhance their quantitative skills, and prepare them for the mathematics they will encounter throughout their lives. Topics include various problem-solving methods as they relate to sets and logic, proportions and variation, mathematics of finance, modeling linear, exponential, and logarithmic functions, modeling with geometry, and probability and statistics. The focus of this course is to explore topics relevant to students' present and potential future experiences. Prerequisite: Placement results or MT 106 or MT 107.

### **MT 120 Applied Statistics**

**(3 Cr.)**

Basic statistical methods are discussed and practiced in this course. Topics include displaying and describing distributions, measures of center and spread, correlation and linear regression, methods of gathering data through sampling and statistical experiments, sampling distributions, the normal distribution and the central limit theorem, hypothesis testing and confidence intervals for both one- and two-sample cases. Prerequisite: Placement results or at least a C or better in MT 106 or MT 107.

### **MT 195 College Algebra**

**(3 Cr.)**

This course provides an overview of the fundamental concepts of algebra. Topics include linear and quadratic equations and inequalities; the Cartesian plane and graphing; functions; graphs and models; polynomial and rational functions; exponential and logarithmic functions; and systems of equations and inequalities.

NOTE: Students should not take both MT 195 and MT 196. Students majoring in mathematics, computer science, or the natural sciences need MT 210 and should take MT 196 if they are not ready for MT 210. Students majoring in elementary/middle-level education who are taking a mathematics minor for education need MT 196. Prerequisite: Placement results or MT 107 (previously MT 115).

### **MT 196 Pre-Calculus**

**(4 Cr.)**

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

### **MT 210 Calculus I**

**(4 Cr.)**

Calculus is a transition course from lower-division courses to upper-division mathematics and computer science courses. Students will extend their experience with functions as they study the fundamental concepts of calculus: limits, difference quotients and the derivative. Students will review and extend their knowledge of trigonometry and basic analytic geometry. Important objectives of the calculus sequence are to develop and strengthen the students' problem-solving skills and to teach them to read, write, speak and think in the language of mathematics. In particular, students will learn how to apply the tools of calculus to a variety of problem situations. Prerequisite: Placement results or strong background in algebra and some familiarity with trigonometry (high school trigonometry and advanced algebra or at least a C in MT 196).

### **MT 211 Calculus II**

**(4 Cr.)**

This course is a continuation of MT 210. While the first semester focuses on differential calculus, this course focuses on integral calculus. Students will extend their experience with functions, limits, Riemann sums, the definite integral, anti-derivatives, and the Fundamental Theorem of Calculus. Prerequisite: MT 210.

### **MT 212 Calculus III**

**(4 Cr.)**

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



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

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

**MT 315 Discrete Mathematical Structures****(3 Cr.)**

Topics include logical reasoning, truth tables, and Boolean algebra; modular arithmetic, mathematical induction, and properties of the integers; functions, relations, and equivalence relations; an introduction to proofs and proof writing; and an introduction to graph theory. Also listed under CS 315. Prerequisite: At least a C or better in MT 210 or departmental approval.

**MT 320 Geometry****(3 Cr.)**

This one-semester introduction to Euclidean and non-Euclidean geometries serves as an introduction to mathematical proof. Through an exploration of properties of plane geometry and Euclid's Postulates, students will develop skill in logical mathematical reasoning, and learn to develop good mathematical proofs. The importance of axiomatic reasoning is developed through experiences with some non-Euclidean geometries. While not a teaching methods course, practical ways to implement geometry into the middle/high school curriculum are modeled through the use of dynamic geometry software. Prerequisite: at least a C in MT 196 or departmental approval.

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

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

**MT 400 Independent Study****(2 Cr.)**

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

**MT 401 Seminar****(4 Cr.)**

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

**MT 410 Mathematical Modeling****(3 Cr.)**

Mathematical modeling is a mathematical tool for solving real-world problems. In this course, students study a problem-solving process. They learn how to identify a problem, construct or select appropriate models, figure out what data needs to be collected, test the validity of a model, calculate solutions, and implement the model. Emphasis lies on model construction in order to promote student creativity and demonstrate the link between theoretical mathematics and real-world applications. Prerequisite: MT 211.

**MT 425 Abstract Algebra****(3 Cr.)**

This course is a study of sets, mappings, operations, relations, partitions, and basic algebraic structures, including groups, rings, integral domains, fields, and vector spaces. This is the second course in a two-semester sequence which introduces the student to algebraic structures; it builds on the introduction to vector spaces which is begun in the first course, MT 325 Linear Algebra. Prerequisite: MT 315 or MT 320, and MT 325.

### **MT 450 Numerical Analysis**

**(3 Cr.)**

This course introduces students to numerical methods, uses software to solve numerical problems, and examines the numerical solution process for accuracy and precision. Topics include numerical solution of equations, finite differences, sums and series, and numerical differentiation and integration. Prerequisite: The student should have completed three semesters of calculus and have a working knowledge of a higher-level programming language. A student who has a grade of A in MT 210 and MT 211 may seek approval of the instructor.

### **MT 470 Theory of Probability and Statistics**

**(3 Cr.)**

Through a study of theory and applications, this course introduces the theoretical underpinnings of the basic concepts of probability and sampling distributions, estimation, tests of hypotheses, regression, and correlations. Prerequisite: MT 211 and MT 120.

### **MT 480 Real Analysis**

**(3 Cr.)**

This is a study of the theory of calculus from an advanced viewpoint. Limits, continuous and differentiable functions, theory of integration, sequences and series, convergence, transformations of n-space, line and surface integrals are studied.

Prerequisite: MT 211.

### **MT 485 Advanced Topics in Mathematics**

**(1 - 3 Cr.)**

The content of this course is not fixed. Topics covered vary depending upon the interests and background of the faculty member offering the course and the students involved. Prerequisite: Instructor approval.

### **MU 105 Music Theory I**

**(2 Cr.)**

This course provides a foundation for the understanding and application of the following music theory topics: manuscript notation, simple and compound meter, major and minor keys and scales, modes, intervals, triads, seventh chords, inversions, non-harmonic tones, cadences and voice leading. Upon successful completion of this course, students will be prepared to continue with the study of music theory in MU 106. This is a required course for music majors and minors, and open to all students with consent of the instructor. Prerequisite: Essential music literacy knowledge and skill. Students who do not receive a passing score on the Music Reading Assessment are required to register for two semesters of applied piano study before reapplying for MU 105.

### **MU 106 Music Theory II**

**(2 Cr.)**

This course provides a basis for the understanding and application of the following music theory knowledge base: first species counterpoint, dominant seventh chords, leading tone seventh chords, non-dominant seventh chords, seventh chord inversions, voice leading in four voices, four-part harmonization, and modulation. Upon successful completion of this course, students will be prepared to continue the study of music theory in MU 210. This is a required course for music majors and minors, and open to all students with consent of the instructor. Prerequisite: MU 105.

### **MU 107 American Popular Music**

**(3 Cr.)**

This is a cultural study of the life, times and music of the American people, including Folk styles, Jazz, Blues and popular styles. Emphasis is on listening skills, elements of musical organization and historical/cultural contexts.

### **MU 108 Music History I**

**(3 Cr.)**

This course is a historical survey of Western music from the ancient/medieval worlds through the 18th century. Students will examine essential elements, composers, genres, and performance styles of music, with an emphasis on listening and analysis. The course is required for music majors and minors, and open to all students with the consent of the instructor.

**MU 109 Music History II  
(3 Cr.)**

This course is a historical survey of Western music from the 19th century to the 21st century. Students will examine essential elements, composers, genres and performance styles of music, with an emphasis on listening and analysis. The course is required for music majors and minors, and open to all students with the consent of the instructor.

**MU 114 Understanding Music  
(3 Cr.)**

This course will enhance the understanding and experience of music art. The elements, structure and process of music, and a variety of musical genres will be presented, including a survey of jazz, rhythm and blues, popular and classical styles. This course will explore how the brain processes music and the experience of creating musical art with free software. No previous musical background is necessary or expected.

**MU 126 Ear Training I  
(2 Cr.)**

This is the first of a four-course sequence in ear training and sight singing. Students will pursue mastery of the "Hearing Eye" and the "Seeing Ear" through in-class performance of musical examples in solfeggio and manuscript dictation. Upon successful completion of this course, students will be prepared to continue with the study of ear training in MU 127. This is a required course for music majors and minors, and open to all students with consent of the instructor.

**MU 127 Ear Training II  
(2 Cr.)**

This is the second of a four-course sequence in ear training and sight singing. Students will have the opportunity to pursue mastery of the "Hearing Eye" and the "Seeing Ear" through in-class performance of musical examples in solfeggio and manuscript dictation. Upon successful completion of this course, students will be prepared to continue with the study of ear training in MU 226. This is a required course for music majors and minors, and open to all students with consent of the instructor. Prerequisite: MU 126.

**MU 131 Contemporary Vocal Ensemble  
(0 - 1 Cr.)**

Contemporary Vocal Ensemble focuses on singing vocal jazz, pop, musical theater, acapella, RandB, funk, gospel and other modern genres of music. We sing on individual microphones and perform once or twice a semester. Students will learn about mic technique, stylistic differences between contemporary genres and group singing with close harmony. Registration for this course is dependent upon audition or instructor consent. Returning members re-audition each fall. Prerequisite: Audition, consent of the conductor.

**MU 141 Orchestra  
(0 - 1 Cr.)**

Students enrolled in this course will perform with the Symphony Orchestra (Stritch Community Orchestra), which meets in the evenings, once per week, and performs three concerts per year (one during the fall semester and two in the spring semester). The literature performed consists of music from a variety of periods and styles. Membership in the Symphony Orchestra is open to all qualified University students and non-student University and at-large community members. Prerequisite: Audition, consent of the conductor.

**MU 151 Wind Ensemble  
(0 - 1 Cr.)**

The wind ensemble performs a diverse and challenging repertoire. The ensemble performs at least one concert each semester. Membership in the wind ensemble is open to all qualified wind and percussion musicians. Prerequisite: Audition, consent of the conductor.

**MU 161 Jazz Ensemble  
(0 - 1 Cr.)**

The jazz ensemble is a performance group consisting of saxophones, brass and rhythm. Literature performed represents all types of jazz with emphasis on big band swing, bop and the progressive style. Ensemble members will have opportunities to develop and perform improvised solos. This is open to all students by audition and consent of instructor. Prerequisite: Audition and consent of instructor.

### **MU 212 Musical Journey through the Americas**

**(3 Cr.)**

This course is a survey of the music from the area of the Western Hemisphere commonly referred to as the Americas (Canada, United States of America, South and Central America, Mexico and the Caribbean), emphasizing common musical traits, as well as regional differences. Listening to recorded music from each area, students learn how European and African influences have created hybrid cultures that have not only impacted local customs but have influenced those of neighboring countries, as well. Students also explore how technology has affected various cultures and how these cultures have embraced the international music scene.

### **MU 261 The Language of Music**

**(3 Cr.)**

This course will focus on aural skills and the notation, reading, and writing of Western classical music and American contemporary music.

### **MU 325 Phonetics for Singers**

**(2 Cr.)**

This is a study of the speech sounds of language using the International Phonetic Alphabet (IPA) symbols in order to perform texts in any foreign language. Application is made through the performance of songs in various languages. Prerequisite: Consent of instructor.

### **NUR 110 Professional Role I: Foundations of Nursing Practice**

**(3 Cr.)**

This course focuses on the roles of the professional nurse within a Franciscan values framework. Historical and contemporary influences and professional, ethical, and legal standards related to nursing practice are examined. Professional communication and person-centered care are discussed with emphasis on the impact of personal attitudes, values, and beliefs. Self-awareness and stigma towards physical and mental illness are examined. Cultural and spiritual needs of the patient are addressed. Concepts of patient education, leadership, care coordination, safety, information management, and evidence-based practice are introduced. Prerequisite: BSN major.

### **NUR 115 Holistic Nursing and the Human Experience**

**(2 Cr.)**

This course prepares students to provide holistic, person-centered care to diverse patient populations. Students will examine the interconnectedness of body, mind, and spirit as they develop essential knowledge and skills to positively influence health and healing of the whole person. Diverse cultural and spiritual practices will be explored, including integrative health care modalities. Emphasis will be placed on critical self-assessment and the impact of personal beliefs on patient care. Prerequisite: BSN major.

### **NUR 210 Health Assessment**

**(4 Cr.)**

This course provides students with the knowledge and skills required to assess the health of diverse patients across the lifespan. Mental health and safety risk screening are embedded in the assessment. A holistic approach is utilized with a focus on expected findings and abnormal variations. The clinical interview incorporates person-centered communication and therapeutic use of self. Prerequisite: BSN major, BL 111 or BL 106, BL 112, PS 190. Corequisite: NUR 110.

### **NUR 220 Pathophysiology**

**(4 Cr.)**

This course describes general principles of pathophysiology for health and illness across the lifespan with a focus on acute and complex disease. The etiology, risk factors, physiology, clinical manifestations, and diagnostic tests of acute and chronic illness are explored. This course provides a comprehensive understanding of pathophysiology and an introduction to inter-professional management. Prerequisite: BSN major, BL 111 or BL 106, BL 112, CH 107. Corequisite: NUR 110, NUR 210.

### **NUR 222 Pharmacology**

**(3 Cr.)**

This course introduces pharmacological nursing practice across the lifespan utilizing a conceptual approach. The nurse's professional role related to pharmacotherapeutics in diverse populations will be examined. Safety, legal responsibility and minimization of risk potential will be discussed. Evidence-based pharmacological and pathophysiological concepts are integrated to promote therapeutic understanding of patient response, adverse reaction and patient-centered education. Health care system protocols, communication methods, and informatics related to pharmacotherapeutics are included. Common drug classes and their corresponding pharmacokinetics, pharmacodynamics, and pharmacotherapeutics are presented.

Prerequisite: BSN major, BL 202, BL 203, BL 111 or BL 106, BL 112, CH 107. Corequisite: NUR 110, NUR 210, NUR 220.

**NUR 224 Adult/Geriatric Health - Chronic Care****(6 Cr.)**

This course focuses on common health needs and chronic illnesses experienced by the adult and geriatric patient. A person-centered approach will be used to provide holistic care through application of evidence-based nursing interventions. Mental health needs of older adults will be emphasized. Communication, information management, safety, quality care, evidence-based practice, and professionalism will be addressed. Health promotion and disease prevention strategies will be applied in chronic care and rehabilitation settings. Prerequisite: NUR 210 and NUR 222. Corequisite: CA 108, EN 102 and PL 102.

**NUR 300 Nutrition for Health****(3 Cr.)**

This course introduces principles of nutrition for patients across the lifespan. Nutritional needs of patients experiencing health and illness and the impact of environmental, mental, emotional, social, spiritual, and cultural factors are addressed.

Therapeutic application based on clinical reasoning in patient teaching is emphasized. Prerequisite: RN to BSN: SEM 103 and NUR 310 or

otherwise granted permission by the Dean or designee; BSN: BL 111 or BL 106, BL 112.

**NUR 310 Evidence Based Nursing Practice****(3 Cr.)**

This course introduces the research process and evidence-based practice in nursing. Interrelationships between theory, practice and research are discussed. Research is applied to clinical practice to improve quality, safety and patient outcomes. Legal and ethical considerations are examined. Prerequisite: RN to BSN: SEM 103 or otherwise granted permission by the Dean or designee; BSN: EN 102, MT 120.

**NUR 314 Mental Health****(4 Cr.)**

This course focuses on nursing care of diverse patients experiencing mental illness. Emphasis is given to factors that influence the development of mental illness. Person-centered care, communication, and the nurse-patient relationship are addressed. Methods to reduce stigma toward mental illness and strategies to promote quality care outcomes will be examined. The clinical will take place in an acute care setting. Prerequisite: NUR 412.

**NUR 322 Maternal Newborn Health****(4 Cr.)**

This course focuses on the health and health deviations of diverse families from preconception through the postpartum period. Nursing theory related to women's reproductive health will be examined. The mental health of families will be addressed. The clinical component of this course will focus on the care of the woman, newborn, and family and will take place in acute care settings. Prerequisite: NUR 412.

**NUR 324 Pediatric Health****(3 Cr.)**

This course focuses on evidence-based practices in the nursing care of infants, children, and adolescents experiencing health and illness. Pediatric physical and mental health is examined within the context of families and environment. There will be an emphasis on the person-centered approach, health promotion and injury prevention. Prerequisite: NUR 412.

**NUR 400 Independent Study****(1 - 2 Cr.)**

Independent study course.

**NUR 405 Information Management and Healthcare Technologies**

**(3 Cr.)**

This course explores the integration of the clinical information systems for information management and analyzes health care technology's impact on care delivery for the purpose of achieving patient outcomes and improving safety and quality.

Prerequisite: RN to BSN: SEM 103 and NUR 310 or otherwise granted permission by the Dean or designee.

**NUR 406 Promoting Optimum Health in Chronic Disease****(3 Cr.)**

This course focuses on chronic disease processes and essential educational aspects needed to maintain and promote optimal health of patients experiencing chronic alterations in health. Risk factors, concepts and issues related to complex physiological and psychosocial alterations in patients are examined. Emphasis will be placed on professional nursing interventions and correlating patient education which facilitate optimization of health for patients living with chronic illness. Prerequisite: RN to BSN: SEM 103, NUR 310, and RN associate degree or diploma in nursing from an accredited nursing program.

**NUR 410 Pathophysiology II****(2 Cr.)**

This course builds on basic pathophysiology with a focus on acute and complex disease and illness across the lifespan. The disease process, pathophysiology, associated clinical manifestations, and diagnostic tests of acute and complex illness are addressed. Together with Pathophysiology 1, the course provides a comprehensive understanding of pathophysiology and an introduction to inter-professional management. Prerequisite: NUR 212.

**NUR 412 Acute Nursing Care in Adult and Geriatric Health****(7 Cr.)**

This course focuses on acute and complex illness and disease experienced by the adult and geriatric patient. A person-centered approach will be used to provide holistic and culturally competent care through application of evidence-based nursing interventions. Stigma reduction will be a focus in this course. Inter-professional communication, information management, safety and quality care, professionalism, health promotion and disease prevention in acute care settings will be addressed. The clinical component will take place in acute care settings. Prerequisite: NUR 322 and NUR 324. Corequisite: NUR 410 and NUR 414.

**NUR 414 Holism and Diversity****(3 Cr.)**

This course focuses on providing holistic care for diverse and vulnerable populations. The impact of nurses' personal behaviors, beliefs, values, and biases on the delivery of quality care are examined. Sociocultural, economic, legal, political, and historical factors influencing health care policy and health care delivery are explored. The interconnectedness of body, mind, emotion, spirit, culture, relationship, context, and environment on health are explored. The influence of the nurse's personal health, self-care, and self-renewal and how these factors affect patient care are analyzed. Integrative health care practices are introduced. Prerequisite: RN to BSN: SEM 103 and NUR 310 or otherwise granted permission by the Dean or designee; BSN: NUR 110.

**NUR 415 Adult Health III: Complex Care****(2 Cr.)**

This course focuses on the critical and complex illness and disease experienced by the neonatal, pediatric, adult, and geriatric patient, and family in the critical care setting. A person-centered approach will be used to provide holistic and culturally competent care through application of evidence-based nursing interventions to the patient and the patient's family. Inter-professional communication, information management, safety, and quality care, and professionalism in the critical care setting will be addressed. Experiences of the nurse in the critical care setting will be carried out through simulation. Prerequisite: NURT 412, NURL 412.

**NUR 417 Spiritual Health****(2 Cr.)**

Spiritual Health is a highly reflective course which operates from the belief that all people are spiritual. This course focuses on the core components of spirituality (relationships, a sense of meaning, purpose, and connectedness) and the commonalities and differences between spirituality and religion. Spiritual needs in specific populations will be addressed and students will utilize spiritual screening tools, identify spiritual cues, and practice therapeutic approaches to providing spiritual care through simulation. Students will reflect on personal spiritual beliefs and identify practices that promote restoring the emotional and spiritual health of the nurse. Prerequisite: NUR 224.

### **NUR 420 Population - Focused Health**

#### **(4 Cr.)**

This course focuses on health promotion and disease prevention for diverse populations. Environmental health, epidemiology, prevention, and emergency preparedness are examined in the context of populations served within a community. Franciscan values are demonstrated through advocacy for vulnerable populations. Emphasis will be placed on promoting mental health and meeting the needs of populations experiencing mental illness. Clinical takes place in community settings where clinical prevention and population-focused interventions are areas of focus. Prerequisite: RN to BSN: SEM 103 and NUR 310 or otherwise granted permission by the Dean or designee, and RN license in state of physical residence; BSN: NUR 412.

### **NUR 424 Professional Role II: Leadership for Change**

#### **(3 Cr.)**

This course examines leadership theories, trends, and issues in health care. The role of the professional nurse as a member of inter-professional teams in health care delivery systems is emphasized. Analysis of individual leadership styles and commitment to professional growth is completed to identify their role in facilitating practice excellence. Prerequisite: RN to BSN: SEM 103 and NUR 310 or otherwise granted permission by the Dean or designee. Corequisite: BSN: NURT 314, NURT 420.

### **NUR 428 Transition into Professional Practice**

#### **(6 Cr.)**

This capstone course supports the transition from the role as student nurse to that of professional nurse. Leadership, health care team coordination, accountability, inter- and intra-professional communication, change practices, evaluation of information systems, and safe, coordinated care delivery are areas of focus. Application of Franciscan values in provision of developmentally and culturally competent person-centered evidence-based care is emphasized. Clinical will occur in a variety of settings and will provide experiences that align with entry-level nursing practice in order to facilitate a smooth student transition. Corequisite: NUR 424.

### **NUR 430 Change Capstone**

#### **(4 Cr.)**

This course provides the baccalaureate nursing student with the opportunity to demonstrate professional nursing roles through evaluation of evidence-based nursing practice, incorporation of change theory, and application of clinical and theoretical learning from previous nursing courses. Collaboration is promoted in planned clinical learning activities that stimulate professional communication and critical thinking to address a current issue/problem. Prerequisite: RN to BSN: SEM 103, NUR 300, NUR 310, NUR 405, NUR 406, NUR 414, NUR 420, NUR 424, RN license in state of physical residence or otherwise granted permission by the Dean or designee.

### **NURL 224 Chronic Care Clinical**

#### **(3 Cr.)**

This course builds upon previously learned concepts and skills and provides guided clinical experiences correlated with theoretical content of NURT 224. A person-centered approach for the adult/older adult population will be used to provide holistic care through application of evidence-based nursing interventions in an actual or simulated long term care or rehabilitation setting. Corequisite: NURT 224.

### **NURL 412 Acute Health Care Clinical**

#### **(3 Cr.)**

This course builds upon previously learned concepts and skills and provides guided clinical experiences correlated with theoretical content of NURT 412. A person-centered approach for the adult/older adult population will be used to provide holistic care through application of evidence-based nursing interventions in an actual or simulated acute care setting. Prerequisite: NURT 224, NURL 224. Corequisite: NURT 412.

### **NURT 224 Adult Health I: Chronic Health Care**

#### **(4 Cr.)**

This course focuses on common health needs and chronic illnesses experienced by the adult and geriatric patient. A person-centered approach will be used to provide holistic care through discussion of evidence-based nursing interventions. Mental health needs of older adults will be emphasized. Communication, information management, safety, quality care, evidence-based practice, and professionalism will be addressed. Health promotion and disease prevention strategies will be examined. Prerequisite: NUR 210, NUR 220, NUR 222, CA 108, EN 102. Corequisite: PL 102.

### **NURT 412 Adult Health II: Acute Health Care**

**(4 Cr.)**

This course focuses on acute and complex illness and disease experienced by the adult and geriatric patient. A person-centered approach will be used to provide holistic and culturally competent care through discussion of evidence-based nursing interventions. Stigma reduction will be a focus in this course. Inter-professional communication, information management, safety and quality care, professionalism, health promotion and disease prevention in acute care settings will be addressed. Prerequisite: NURT 224, NURL 224. Corequisite: NUR 310.

### **PE 113 Strength Training**

**(1 Cr.)**

This course serves as an introduction to strength and conditioning training to demonstrate the benefits of different types of strength exercises and related activities when executed safely and properly.

### **PE 115 Walking and Jogging**

**(1 Cr.)**

This course serves as an introduction to walking and jogging to improve cardiovascular endurance.

### **PE 116 Physical Fitness**

**(1 Cr.)**

This course serves as an introduction to physical fitness including a demonstration of the benefits of different types of fitness-related activities when executed safely and properly.

### **PE 117 Self Defense I (Judo)**

**(1 Cr.)**

This course serves as an introduction to the martial art and sport of judo with an overview of its history and philosophy along with the practical components of falling, throwing, mat holds, chokes, and arm-lock techniques. Many of the techniques are applicable for self-defense purposes and will be practiced.

### **PE 205 Personal Health and Wellness**

**(3 Cr.)**

This course serves as an introduction to promoting personal health and wellness throughout life. Emphasis will be placed on specific health-related problems and issues, health behavior changes, and the design, development, implementation, and evaluation of comprehensive health and wellness programs. Topics include body composition, body mass index, flexibility, endurance, and nutrition.

### **PL 101 Introduction to Ethics**

**(3 Cr.)**

Ethics is an area of philosophy which focuses on morality, on good and bad action, on what it means to be a good person and to live a good life. The course looks at various fundamental approaches and theories of ethics introduced by ancient philosophers (Socrates, Plato, Aristotle) as well as more contemporary thinkers (Peter Singer, Ayn Rand, Virginia Held). Students consider and discuss divergent positions on significant contemporary issues within a safe, respectful and honest learning community.

### **PL 102 Introduction to Bioethics**

**(3 Cr.)**

Students inquire into the nature of body and spirit, health and sickness, and life and death. Questions entertained in the course include: What is the most ethically appropriate way to distribute limited healthcare resources? Is a person morally obligated to donate their organs after death? Should couples use methods of artificial reproduction to make "designer children"?

Bioethics is an ideal course for those pursuing careers in science, psychology or medicine, as well as for all who wonder about the deep philosophical questions relating to personal health and its limitations.

### **PL 103 Moral Reasoning and Contemporary Issues**

**(3 Cr.)**

This course includes an introduction to the nature of reasoning and argumentation, an exploration of various moral theories, and an extended study of current moral issues. Students will study philosophical treatments of issues such as: abortion; physician-assisted suicide; capital punishment; pornography and censorship; sexual morality and marriage; animal rights;



warfare and terrorism; and global economic justice. Arguments from multiple varied perspectives will be examined and discussed.

### **PL 104 Philosophy of Personal Identity**

**(3 Cr.)**

Who am I? Who are you? Who are we, and what does it mean to be genuinely human? This course will explore philosophical questions that deepen understanding of personal identity and conceptions of ethics that guide our ways of relating to other human beings and to our world.

### **PL 200 The Human Conversation**

**(3 Cr.)**

Why do we talk? What is the purpose of human communication, whether in speech, writing, texting or artistic expression? Although much human conversation has involved the sharing of basic descriptive information, humans have also given expression to hopes, dreams, speculations, beliefs and deeply considered ideas. Western philosophy began in earnest with Socrates' dialogues concerning justice, piety, knowledge, beauty and immortality. This course traces the history of philosophy as we investigate the philosophical movements and figures that have shaped the way we think, talk, act and live.

### **PL 206 Environmental Ethics**

**(3 Cr.)**

This course entertains the question, "What is the relation between human beings and all other beings in the natural world?" Readings range from factual renderings of particular environmental cases to philosophical treatments of value, justice, and beauty. It is an ideal course for students interested in environmental politics, for science majors looking to locate their knowledge of the natural world within an ethical framework, for business students hoping to understand more about the economics of the environment, and for anyone who is curious about the relation between human beings and the rest of the natural world.

### **PL 208 Philosophy and Law**

**(3 Cr.)**

This course seeks to bridge the gulf between theory and current, pressing issues of public concern. Areas of inquiry include various questions of justice relating to property, privacy, punishment, health, technology and family. Readings will include classic and contemporary philosophical works as well as judicial opinions of significant Supreme Court cases. Perspectives from different sides of the political spectrum will be entertained.

### **PL 209 Critical Thinking (Logic)**

**(3 Cr.)**

One of the classical "liberal" arts, the discipline of logic is about practicing and improving on one's ability to think critically, carefully and systematically. The course focuses on correct reasoning, on thinking well so that one can think for oneself and converse with others in a respectful and rational manner. Students learn the basic structure of arguments; rules of propositional and categorical logic; varieties of informal fallacies; the nature of legal reasoning; how to judge scientific theory. Pre-Law and Political Science students are encouraged to register for this course.

### **PL 210 Ancient Philosophy**

**(3 Cr.)**

This course introduces the student to the central philosophical thinkers and issues of the Mediterranean world from the 6th century B.C. through the 3rd century A.D. Students are introduced to the ideas of Pre-Socratic Philosophers, Plato, Aristotle, Epicurus, the Stoics, and Plotinus. Topics include: the nature of being itself, the nature of the human soul, and the moral and political life.

### **PL 211 Medieval Philosophy**

**(3 Cr.)**

This course focuses on the development of the Western philosophical tradition within the context of the three Abrahamic faith traditions. Readings are chosen from the following list of medieval theologians and philosophers: St. Augustine, St. Anselm, Averroes, Moses Maimonides, St. Thomas Aquinas, and Franciscans Bonaventure and Duns Scotus. The contributions of these thinkers to the debates of the time are examined. Topics to be covered are chosen from the following: the relationship between faith and reason, the existence and nature of God, the soul's immortality, the nature of human cognition, moral action and the moral law, and the problem of universals.

**PL 212 Modern Philosophy****(3 Cr.)**

This course examines the development of the Western philosophical tradition during the Early Modern period from Descartes to Kant. Topics include: the crisis in classical metaphysics brought about by the Scientific Revolution; the Rationalist and the Empiricist movements as attempts to provide a new philosophical foundation for science; and the efforts by Kant to overcome the contradictions between Rationalism and Empiricism.

**PL 213 Late Modern Philosophy****(3 Cr.)**

This course examines the progression of post-Kantian European philosophy from Hegel to Heidegger. Topics may include: the development and main outlines of Hegel's Absolute Idealism; the materialist critiques of Hegelianism in Feuerbach and Marx; irrationalist responses to Hegel by such thinkers as Schopenhauer, Kierkegaard, and Nietzsche; and the rise of Phenomenology and Phenomenological Existentialism in Husserl and Heidegger.

**PL 220 Metaphysics****(3 Cr.)**

This is a study of the long effort of Western philosophy to think systematically about being as such, designed to facilitate the students' personal reflections on their self-identity and the meaning of existence. Studies focus on ancient, medieval, and contemporary authors.

**PL 225 Philosophy for Theology****(3 Cr.)**

An historical and methodological overview of philosophical themes and concepts important in the study of religion and Christian theology, with an emphasis on the modern and contemporary periods. The main objectives of the course are to become familiar with important philosophical figures, issues, and methods, and to gain an appreciation of the relation of these to a variety of contemporary approaches in theological study. Cross-listed with REL 225. Prerequisite: One course in religious studies or philosophy.

**PL 230 Philosophy of God****(3 Cr.)**

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

**PL 235 Existentialism****(3 Cr.)**

The principal themes of existentialism are investigated through selected readings of major thinkers. Special emphasis is given to Kierkegaard, Nietzsche, Heidegger and Sartre.

**PL 250 American Philosophy****(3 Cr.)**

This is an examination of works representative of major movements in the American philosophic tradition from early religious thought to contemporary pragmatism.

**PL 300 20th Century Philosophy****(3 Cr.)**

This is an investigation of the major movements in 20th century Western philosophy including Marxism, process thought, positivism, analytical and phenomenological philosophies. The course includes readings from the works of Marx, Bergson, Whitehead, Russell, Wittgenstein, Husserl and Heidegger.

**PL 302 Philosophy of the Arts****(3 Cr.)**

This course investigates the nature of art as an essential component of human life. Through a variety of readings and experiences in the course, students will investigate a host of philosophical questions regarding art, which may include questions like these: How does the experience of art differ from other kinds of human expression? What is the point of art? What is the relationship between art and society, or between art and individual expression? What makes an aesthetic experience valuable, and how does art open us to ourselves?

**PL 305 Political Philosophy****(3 Cr.)**

In this course, students explore the foundations of politics by studying the fundamental works of political philosophy. Students are asked to grapple with the following questions: What is justice? What is power? What is liberty? What is the best way of life? What is the best way to organize our political life? Special attention also is paid to understanding the foundations of American political thought. This course is also listed under POLS 305.

**PL 315 Selected Topics****(3 Cr.)**

This course explores particular philosophical movements, ideas, issues or individual philosophers not covered fully or at all in other philosophy courses.

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

Topic and course materials to be decided in consultation with an instructor.

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

In this course, students are introduced to the fundamentals of the United States national government, with emphasis on how political, social and human values are expressed in the American political system. Students will examine both the institutions and participants crucial to democratic government in the United States. Also listed under HS 113.

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

This course is a survey of the different systems countries use to govern themselves. In addition to examining specific governments, students will analyze topics such as ideology, political culture, political parties, electoral systems, and political participation. Special attention is given to the challenges facing select countries in different regions of the world including poverty, development, and the environment.

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

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

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

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

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

This course surveys the way states interact within a complex international system. It covers both the theoretical foundations as well as the actual working of the international system by examining topics such as international security, conflict and conflict resolution, diplomacy, the environment, international law, human rights and humanitarianism, and terrorism and asymmetrical warfare.

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

This course aims at acclimatizing students with the basic techniques of diplomacy and consensus-building through which interests are articulated, conflicts resolved, and decisions made in the United Nations. It starts with an introduction to the Charter, the basic structure and functions of the UN and its specialized agencies, as well as various issues that the organization is currently focused on. This culminates into a simulation of either the Security Council or General Assembly of the UN in St. Louis, at which students represent various assigned countries.

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

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

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

Weapons of Mass Destruction (WMD) play a pivotal role in how we define, understand and promote international security. In this course, students will examine the history, development and proliferation of these devastating weapons, as well as the moral, psychological and security implications of their use.

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

In this course, students will examine the historical and moral bases of human rights, as well as various national and international efforts to construct norms, treaties, and enforcement measures in order to protect fundamental liberties of people(s) all over the world. Students will analyze the role of human rights in the context of international relations and examine various types of violations including human trafficking, torture and genocide.

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

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

**POLS 232 International Politics  
(3 Cr.)**

This course provides an introduction to world politics. The class will survey the different systems countries use to govern themselves and the ways nation states interact within a complex international system. This course surveys both the theoretical foundations as well as the actual workings of the international system and history, political ideology, governmental systems of individual nations.

**POLS 252 Intercultural History and Politics  
(3 Cr.)**

This course will focus on the rich history and contemporary politics of Africa or Asia. The course will begin with a survey of the region's history highlighting its political, social and economic history. The second part of the class will examine how that history informed contemporary Africa or Asia. It will study of the region's political process, the varieties of governmental systems and institutions and how the region's states interact with each other and the rest of the world. Also listed under HS 252.

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

In this course, students will study the American judicial system and its role in U.S. politics. Students will explore the structure of the federal court system and the political battles from Wisconsin and the Midwest to Washington. Students also will examine the roles of participants in the judicial system, including judges, lawyers, interest groups and the public. Cross-listed with HS 301.

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

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

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

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

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

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

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

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

**POLS 312 Environmental Politics****(3 Cr.)**

This course is designed to introduce students to historical and contemporary issues in environmental politics and policy in the U.S. It also teaches them the various policy initiatives that have been put in place to respond to those problems. Finally, it takes a broader view of key environmental issues such as climate change, population, sustainability, etc., by examining them from a global perspective.

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

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

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

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

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

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

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

This course explores the nexus between politics and economics in a globalized context. In addition to examining various theories of political economy, students will analyze topics such as global trade and finance, development, and globalization. Special attention is given to the challenges facing the global economy as well as proposals for reform.

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

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

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

The course includes an analysis of the historical development of foreign policy in the United States. In addition, the course focuses on important players in the foreign policy process, including government leaders, news media, and the public. Special

attention is devoted to key foreign policy issues including the Cold War, weapons of mass destruction, human rights, and international terrorism. This is also listed under HS 341.

### **POLS 400 Independent Study**

**(1 - 3 Cr.)**

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

### **PR 231 Public Relations Strategies**

**(3 Cr.)**

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

### **PR 332 Public Relations Workshop**

**(3 Cr.)**

In this course, students will explore the history and fundamentals of the practice of public relations, the principles involved in planning a public relations campaign, and campaign elements, including: audience analysis, adaptation, persuasion, group problem solving, research, and writing. Students will create mission statements, boiler plates, position papers, fact sheets, news releases, newsletter articles, and media pitch emails, all to be held in a PR eportfolio.

### **PR 335 Social Media for Public Relations and Marketing**

**(3 Cr.)**

This course examines the role of digital media in public relations: is digital media based upon traditional forms of public relations, or are there new rules for public relations in the digital world? Types of digital content explored include: blogs, audio and visual, photography, web content, social media, search engine optimization and press releases.

### **PR 355 Crisis Management**

**(3 Cr.)**

This course includes practical application of theories and techniques employed in the design and planning for communication in a crisis using case studies and exercises. The course explores fundamental elements of crisis communication including the conceptual foundation, effective leadership, risk communication, ethics, and identification of new opportunities through crisis.

### **PR 370 Social Media Marketing**

**(3 Cr.)**

This course examines how organizations use social media to communicate with their various publics. The class will discuss the communication practices of organizations in order to reach both internal and external audiences. Course material will also examine methods of building a social media presence, focusing especially on the communication of nonprofit organizations. This course is also listed under CA 370. Prerequisite: Sophomore standing.

### **PS 101 General Psychology**

**(3 Cr.)**

This course is an introduction to psychology as the science of behavior and mental processes. Students are given an overview of the various areas of psychology, including an analysis of the impact of gender, race, culture and genetics on human behavior. The course imparts an understanding of the field and the ability to follow up in areas of interest.

### **PS 190 Life Span Human Development**

**(3 Cr.)**

This course is a comprehensive survey of the stages of human development. The focus of the course is on theories of the biological, cognitive, and psycho-social aspects of development and the research that supports and critiques these theories. Stability and change and similarities and differences of human experience will be examined. The course begins with a consideration of genetics and prenatal development; moves through infancy, childhood, adolescence, young and middle adulthood; and culminates with investigation of older adulthood and elements of the death and dying process. Prerequisite: Students majoring or minoring in psychology must take PS 101 before taking this course.

### **PS 205 Selected Topics in Psychology**

**(1 - 3 Cr.)**

The course deals with the study of particular topics in psychology and culture. Current research and issues are discussed. Different topics are offered and thus the course can be taken multiple times. Check with the department for the current topic. Prerequisite: PS 101 or consent of instructor.

**PS 220 Child Psychology  
(3 Cr.)**

This course studies development from conception through late childhood, covering the biological, emotional, cognitive, moral, and socio-cultural aspects of child growth and development. Prerequisite: Students majoring or minoring in psychology must take PS 101 before taking this course.

**PS 221 Adolescent Psychology  
(3 Cr.)**

Adolescent psychology examines the period of adolescence from a biological, cognitive, social and cultural perspective. These forces combine to produce both the similarities and differences that adolescents experience in the transition between childhood and adulthood. The period of adolescence is variable in societal recognition, definition and duration. Psychological research and theories provide the lens by which we can view adolescent issues and experiences. We will specifically see how cultural, social and historical expectations and interactions influence adolescent development. Prerequisite: Sophomore standing or department consent. Students majoring or minoring in psychology must take PS 101 before taking this course.

**PS 250 Drugs and Behavior  
(3 Cr.)**

This course describes psychoactive drugs that affect a person's perceptions, emotions, cognitions and behaviors. The course emphasizes the physiological and neurological effects of drugs. Social, historical and personality issues associated with drug use, abuse and treatment are also discussed. Prerequisite: Students majoring or minoring in psychology must take PS 101 before taking this course.

**PS 275 Cross Cultural Psychology  
(3 Cr.)**

This course examines the similarities and differences that exist between cultures on a variety of psychological topics (e.g., cognition, emotion, personality, gender). Methodology and theories used in cross-cultural research will be studied. Students will have the opportunity to explore their own membership in various cultures and the effect of culture on personal development and world views. Prerequisite: Students majoring or minoring in psychology must take PS 101 before taking this course.

**PS 280 Health Psychology  
(3 Cr.)**

This course provides a broad overview of the bi-directional relationship between psychology and physical health. Students will examine the psychological influences on how people stay healthy, why they become ill, and how they respond and cope with stress and illness, among other topics. Prerequisite: Sophomore standing or department consent. Students majoring or minoring in psychology must take PS 101 before taking this course.

**PS 288 Psychology and Law  
(3 Cr.)**

This course provides an overview of the interaction between psychology and the legal system. Students will explore the impact of mental health experts and psychological theories on legal decision-making. Course topics include forensic psychologist roles, court testimony, criminal profiling, competency to stand trial, "insanity pleas," violence risk assessment, and psychopathy. Relevant case law and empirical data will be examined and critiqued. Prerequisite: PS 101.

**PS 290 Social Psychology  
(3 Cr.)**

This course explores the influence of social and cultural factors on individual behavior. It provides an overview of classic and contemporary theories in social psychology. Course topics include: social perception, attitude-behavior consistency, conformity and obedience, group dynamics, and prejudice and aggression. Studying the relationship between the individual and society affords a commingling of psychological and sociological perspectives. This course is also listed under SC 202. Prerequisite: Students majoring or minoring in psychology must take PS 101 before taking this course.

**PS 303 Psychological Research Methods and Advanced Statistics**

**(4 Cr.)**

The course provides students with skills necessary for evaluating research. Major emphasis is placed on procedures used in identifying an appropriate design for the collection and interpretation of data. The laboratory offers experiential exercises in the design, execution, analysis and reporting of research. Prerequisite: PS 101, MT 120.

**PS 306 Applied Research****(4 Cr.)**

The course examines advanced experimental techniques, major theories, and research findings in psychology. It provides the student with an integrating experience in the techniques of research through an intensive study of a psychological topic. Completion of an original research project as well as formal presentation of the project are required. Prerequisite: MT 120, PS 101, PS 303.

**PS 308 Personality Theory****(3 Cr.)**

The course is designed to acquaint students with major theories and current research, including the interaction of culture, ethnicity, and gender on the development of personality. Emphasis is placed on understanding how personality influences behavior. Psychodynamic, humanistic, and behavioral perspectives, among other topics, are surveyed. Prerequisite: Students majoring or minoring in psychology must take PS 101 before taking this course.

**PS 309 Psychopathology****(3 Cr.)**

This course studies the causes, symptoms, diagnostic criteria, and treatment of psychopathology. Topics are organized around DSM's major categories of mental disorders. Prerequisite: Students majoring or minoring in psychology must take PS 101 before taking this course; PS 308 recommended.

**PS 312 Women, Gender and Sexualities****(3 Cr.)**

This course introduces students to the theories and relevant research surrounding gender studies and sexual identity literature, and offers a critical analysis of the social construction of gender, gender role behavior, and sexuality as it affects personal development. The course builds on social psychology prejudice research along with feminist, transgender, and queer theories to help guide the analysis of gender and sexual inequalities, the alignment of these inequalities with other systems of inequality (race, ethnicity, class), and current efforts in social activism whereby these issues and challenges are addressed. All will be explored from a historical and sociocultural context focusing on the US and other countries. Prerequisite: Students majoring or minoring in psychology must take PS 101 before taking this course.

**PS 320 Counseling and Psychotherapy****(3 Cr.)**

This course is designed to acquaint the student with the major theories, principles, and techniques of counseling and therapy. The course includes discussion and role-play of counseling and psychotherapy situations. Prerequisite: Students majoring or minoring in psychology must take PS 101 before taking this course; PS 308 and PS 309 recommended.

**PS 354 Biological Psychology****(3 Cr.)**

This course focuses on how the brain and hormones influence our cognitions, behaviors and emotions, which in turn, modify our brains. Topics include learning, memory, eating, sexual behaviors, neuro-development and disorders including depression, schizophrenia, drug addiction and Alzheimer's disease. Prerequisite: Students majoring or minoring in psychology must take PS 101 before taking this course.

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

The course provides the student with individual reading and/or research under the guidance of a faculty member. Students have the opportunity to pursue, in depth, topics of personal interest. Prerequisite: PS 101, junior/senior status, GPA of 3.0 in psychology, written consent of the instructor and written consent of the department chair.

**PS 404 Independent Study: Research****(1 - 3 Cr.)**



This course provides students with hands-on experience as a psychological research assistant on a faculty-driven research project. It requires a basic understanding of research methods. Under the guidance of a faculty member, the student will participate in activities that may include data collection and analysis, literature reviews or other components of academic research. Students can receive 1-3 credits for this course depending on the extent of involvement in the research project and the nature of research assistant duties. Number of credits to be awarded will be determined by the individual faculty member and the department chairperson before the start of this independent study. This course is offered pass/fail. Prerequisite: PS 101, sophomore status, written consent of the instructor and department chair.

**PS 405 History and Systems of Psychology  
(3 Cr.)**

This course focuses on the history of psychology in terms of the development of psychological theory from early philosophical systems of thought to the status of contemporary theories and systems of psychology. The influence of other scientific fields and historical events on the advancement of psychology is studied. Prerequisite: PS 101, PS 303, senior standing in psychology.

**PY 120 Earth and Sky  
(3 Cr.)**

A physical science core course designed to explore earth's place in the universe. Course content includes the basic principles of astronomy and earth science. The section on astronomy includes such concepts as galaxies, nebulae, the solar system, origin of the universe and life cycle of the stars. The earth science section covers geological concepts like: minerals and the rock cycle, volcanism, earthquakes, the earth's interior, plate tectonics, geological evolution and the hydrologic cycle.

**PY 201 General Physics I  
(4 Cr.)**

This is a study of the basic concepts of motion, heat and sound and their applications in everyday life. Students who register for this course also must register for lab PY 201L for the same term. Prerequisite: High school trigonometry, MT 196 or equivalent.

**PY 202 General Physics II  
(4 Cr.)**

This is a study of the basic principles of light, magnetism and electricity and their applications in everyday life. The course includes an introductory study of some special topics in modern physics, including relativity, quantum mechanics and atomic physics. Students who register for this course also must register for lab PY 202L for the same term. Prerequisite: PY 201.

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

This is an independent study. Prerequisite: Departmental approval.

**REL 103 Introduction to Christian Thinking  
(3 Cr.)**

An introduction to the foundational ideas of Christianity as taught by Catholic and other Christian traditions, understood by contemporary theologians, and expressed in the lives of believers. The course provides opportunities for investigation of human/religious experiences at the core of the Christian heritage and some of the diverse ways these have been expressed and passed down through generations, and for critical exploration of the relationships that exist among Christian beliefs, practices and theological expressions.

**REL 104 World Religions  
(3 Cr.)**

This course introduces the student to the major religious traditions of the world. Study includes the major founders (where applicable), beliefs, scriptures, practices, and ethics of the traditions as well as contemporary internal issues, the impact of globalization on the traditions, an introduction to the concept of contextualization in the study of religion as well as interfaith dialogue around common issues of concern to the traditions.

**REL 105 Religion Today: Is it of Any Use?  
(3 Cr.)**

Although the vast majority of the people in the world believe in and practice some religion, religion is often seen as a problem and is frequently described as hopelessly out of touch with contemporary society. Using some of the world religions, this

course proposes to examine the components that make up religion and to see if and how they are able to respond to contemporary life.

### **REL 106 Introduction to the Bible**

**(3 Cr.)**

This course introduces students to the writings of the Bible as products of their original historical and religious setting, as well as foundational documents for Judaism and Christianity. Using historical-critical and comparative methodologies, the various texts and their representative traditions are studied as interpretive responses to the life situations of Jews and Christians in the ancient world and normative forming texts of respective religions thereafter. While many faith communities understand these writings as a source of divine guidance, the primary focus of this course is the academic study of the text as it was intended for its original audience. Prerequisite: Not open to students who have taken REL 101 or REL 201.

### **REL 202 Modern Science, Living Faith**

**(3 Cr.)**

This course will introduce students to some of the central themes and issues that mark the discourse between contemporary scientific and religious/theological worldviews (with an emphasis on Christianity). The course will assist students in reflecting critically and appreciatively on the relationship between theology and science by investigating the way they establish and relate their respective claims, by examining select historical engagements between science and faith, by probing a number of questions that the contemporary study of biology, physics and astronomy present for theology and by surveying the thoughts of select scientists and theologians on the interaction of science and religion/faith.

### **REL 207 Scripture Selected Topics**

**(3 Cr.)**

This is a study of a particular upper-level scripture topic. This class provides students with advanced scripture study and will be run in conjunction with graduate scripture courses. Scripture topics include: Old Testament, New Testament, John's Gospel, Pauline letters, Gospel of Mark, Gospel of Luke, Gospel of Matthew, Wisdom Literature and Psalms, The Prophets and others. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 209 Judaism: The 4000-Year Journey**

**(3 Cr.)**

This is an investigation of contemporary Jewish life and practice dealing with foundations and developments within Judaism. Current challenges and responses are examined. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 212 Islam: Faith, Practice and Contemporary Issues**

**(3 Cr.)**

The course will cover the foundational elements of the religion, along with an overview of the life of Prophet Muhammad. Relationships with other faith communities, the role of women, and contemporary issues and controversies will be analyzed in detail. The role of the Quran and the Mosque in the lives of the faithful will also be discussed. This course includes a trip to a Mosque to watch a Friday congregational prayer. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 220 The Greening of Religion**

**(3 Cr.)**

This course is an introduction to the role of religious traditions in addressing key issues created by the ecological impact of humans on their environment and the need for an integrated ethic of stewardship. Topics addressed include: how the Bible has been used to justify both stewardship and exploitation of the environment; the Franciscan view of nature; the spirituality of radical environmentalists; concepts of eco-justice and deep ecology; practical examples of how world religions are addressing environmental concerns. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

### **REL 225 Philosophy for Theology**

**(3 Cr.)**

An historical and methodological overview of philosophical themes and concepts important in the study of religion and Christian theology, with emphasis on the modern and contemporary periods. The main objectives of the course are to become familiar with important philosophical figures, issues, and methods, and to gain an appreciation of the relation of these to a variety of contemporary approaches in theological study. Cross-listed with PL 225. Prerequisite: One course in religious studies or philosophy.

### **REL 226 Introduction to the Pentateuch**

**(3 Cr.)**

Beyond an introduction to the Bible or the Old Testament, the intention of this course is to delve more deeply into the five books of the Pentateuch. The goal of the course is to help students to discover the original historical and religious settings which helped produce these texts in order to better understand the biblical stories. Using historical-critical and comparative methodologies, the various texts and their representative traditions will be studied as interpretive responses to the life situations in the ancient world. Meeting this goal will better enable the reader of the Pentateuch to interpret and appreciate these books as foundational religious literature for both Jews and Christians. However, the primary focus of this course is the academic study of the text as it was intended for its original audience.

**REL 227 The Gospels****(3 Cr.)**

This course invites the students into a study of the Gospels (Matthew, Mark, Luke and John), which are the heart of the New Testament portion of the Christian Bible. This course will study these diverse portraits of Jesus of Nazareth and his teaching as products of their original historical and religious setting. To that end, some historical critical methods will be used in this study. Although the primary focus of this course is the scholarly study of the Gospels, the texts will also be examined for their contemporary application in Christianity and beyond.

**REL 230 Religious Dimensions of Sexuality****(3 Cr.)**

The experience of sexuality directly or indirectly touches every aspect of people's lives. From ancient times to the present, human sexuality has carried religious connotations. At times religion has enriched the meaning of sexuality; at times it has limited the appreciation of sexuality. In short, sexuality is so basic to human experience that it profoundly influences spiritual and religious experience, and vice versa. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 243 Peace and Justice in the World's Religions****(3 Cr.)**

Peace is more than the absence of war. Peace requires that society is built upon justice for all members. Most of the world's religious traditions include teachings on how the truly religious person should care for the poor and the needy in society. A society that strives for just relationships and equality is one in which peace is possible. This course will explore and note convergences in social justice themes between diverse religions such as Islam, Buddhism, Judaism, Christianity, Native American traditions and Far Eastern traditions. By exploring the common language of justice, the class will aim to find ground for respectful inter-religious dialogue and teachings that will inspire students to work for justice and equality in a diverse society.

**REL 308 Contemporary Catholicism****(3 Cr.)**

This course examines the evolution of the life and teachings of the Roman Catholic tradition from the modern period to the present. In particular the course focuses on the documents of Vatican Council II (1962-1965) and the subsequent developments in the life of the Church. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 310 Franciscan Tradition: Yesterday/Today****(3 Cr.)**

This is an introductory course which examines the life and values of Francis and Clare of Assisi, the expression of those values in history and the significance of the Franciscan lifestyle in current times. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 311 Global Perspectives on Nonviolence****(3 Cr.)**

Peace and nonviolence are values shared by many cultures and religious traditions. In times of unrest, nonviolence principles and solutions can help pave the way for social change. This course will look at the nonviolence teachings that are part of many world religious traditions. These perspectives will include, but not be limited to, Buddhism, Hinduism, Jainism, Christianity and Islam. The course also will explore how theories of active nonviolence were successful in freeing India of British rule and ushering in the era of Civil Rights in the U.S.

**REL 312 Myth and Ritual****(3 Cr.)**

This course is an exploration of myth and ritual as key elements within a religious heritage. Students will investigate how sacred stories and rites of various traditions function narratively and symbolically as expressions of and frameworks for human beings, thinking and acting in relation to communities' understandings of the divine. The course highlights the role of story, symbol and rite in addressing interfaith conflict and social division and in providing a compassionate and reconciling worldview. Prerequisite: Common core course in Religious Studies, Philosophy or Sociology.

**REL 313 Baptism and Eucharist  
(3 Cr.)**

This is an historical, anthropological and theological investigation of the constitutive elements of Christian worship and sacrament (time, space, word, and ritual/symbolic act), with special attention to the sacraments of baptism and Eucharist. The course includes an overview of liturgical practices, texts, and theology from Jewish and scriptural origins to the 20th-century Vatican II reforms; basic principles of liturgical and sacramental theology; and groundwork for interpreting liturgical documents and ritual texts with a view to pastoral practice, multi-/inter-cultural concerns, and ecumenical considerations. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 316 Sacred Scrolls: The Bible and the Qur'an  
(3 Cr.)**

This course introduces students to the writings of the Bible and the Qur'an as products of their original historical and religious setting, as well as foundational documents for Judaism, Christianity and Islam. Using historical-critical and comparative methodologies, the various texts and their representative traditions will be studied as interpretive responses to the life situations of Jews, Christians, and Muslims in the ancient world and normative forming texts of respective religions thereafter. While many faith communities understand these writings as a source of divine guidance, the primary focus of this course is the academic study of the text as it was intended for its original audience. In the spirit of the Second Vatican Council, this course will seek areas of common ground between these text traditions and the religious worldviews that they represent.

**REL 320 Women and Religion  
(3 Cr.)**

This course examines the historical beliefs about the nature, place and role of women as understood in Christianity and the major world religions as well as an overview of the goddess and wiccan traditions. Topics include a study of contemporary women theologians, women's spirituality and women in ministry. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 321 Religious Faith in 21st Century America: Key Issues  
(3 Cr.)**

This course addresses major issues impacting religious traditions in America today, including: recent Supreme Court decisions affecting religious beliefs; the rise of the "nones" and the spiritual but not religious sector of American society; the growth of religious pluralism; demographic, doctrinal and moral challenges to Catholic, evangelical and mainline Protestant beliefs and practices; the rise of alternative spiritualities and religions; the growing overt infusion of religion into the political process/parties; contemporary challenges to American civil religion; and the increasing religious illiteracy in America. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 322 Ecumenism in Historical Perspective  
(3 Cr.)**

This course will present a historical view of the Christian Church from an ecumenical perspective. It includes an examination of the resources Christian ecclesial communities possess to pursue the goal of Christian unity and the possibilities for the understanding of and collaboration with other world religions. Prerequisite: REL 103, 104, 105 or 106 or junior standing.

**REL 343 Catholic Social Teaching  
(3 Cr.)**

This course will examine the historical settings and the biblical and theological foundations for Catholic Social Teaching. By applying a process of social analysis, students will probe the underlying causes of issues of social justice and peace. The course will explore how the principles of Catholic Social Teaching address these issues and how students might apply these principles to their future service experiences.

**REL 345 Christian Spirituality: Personal Growth and Development  
(3 Cr.)**

The spiritual journey moves people toward wholeness as integral human persons. The goals of this course are to explore the dynamics of Christian spirituality, to examine several psychological-theological views of the integration process, and to pursue the implications of the process for pastoral ministry. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 350 Christian Moral Theology**

**(3 Cr.)**

This course is an introduction to the Biblical/theological foundations of morality in the Christian tradition. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 360 Discovering One's Path in Life**

**(3 Cr.)**

This course explores the factors, especially the places and people in one's life, that shape a person's identity and higher calling in life. Prerequisite: REL 103, REL 104, REL 105, REL 106 or junior standing.

**REL 400 Independent Study**

**(1 Cr.)**

This is an independent study course, with topics and materials to be decided in consultation with the instructor.

**REL 401 Research Seminar**

**(2 - 3 Cr.)**

This research seminar includes the senior culminating experiences, i.e., a research study designed to demonstrate the student's grasp of research techniques, methodology and resources. Prerequisite: Senior standing.

**REL 403 Religious Studies Practicum**

**(1 - 3 Cr.)**

Utilizing the resources of theology, psychology, sociology and experience, the course is designed to assist the student toward competency in a religious leadership role.

**REL 405 Christology**

**(3 Cr.)**

This is a study of the person and mission of Jesus as presented in the Scriptures, in ecclesiastical tradition and in religious classics. Prerequisite: REL 103, REL 104, REL 105 or REL 106 or department consent.

**REL 410 Selected Topics**

**(3 Cr.)**

This is a study of particular topics in theology and/or Christian ministry formation. Prerequisite: Will be determined for each course.

**REL 465 Introduction to Urban Ministry**

**(1 Cr.)**

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

**REL 468 The Bible and the City**

**(2 Cr.)**

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

**RESP 301 Advanced Concepts in Respiratory Disease**

**(3 Cr.)**

This course will focus on the pathophysiology of cardiopulmonary diseases and/or disorders using evidence-based practice through a case management approach. While the course will provide an overview of specific diseases/disorders, students will be expected to utilize critical thinking skills to evaluate disease/disorder processes in order to develop a comprehensive

patient care plan and patient education materials. Discussions will encompass current treatment strategies, patient education, and development of a comprehensive care plan. Prerequisite: Admission into the Respiratory Therapy program.

### **RESP 306 Advanced Hemodynamic Monitoring and Assessment (3 Cr.)**

This course will provide an understanding of the cause and effect of mechanical ventilation and the effect of ventilation on the lung as an organ and the imposed effect on the cardiac system. Students will be expected to utilize critical thinking skills in the completion of assigned case studies. Course content and discussions will encompass an overview of the pulmonary and cardiac anatomy; concepts regarding ventilation, resistance, and compliance; the impact of positive end expiratory pressure; dead space; alveolar stress; ventilator-induced lung injury; transpulmonary and transesophageal pressures; cellular anatomy, respiration, and metabolism; evaluation of the pulmonary spirogram; and indirect calorimetry. Prerequisite: Admission into the Respiratory Therapy program.

### **RESP 311 Advanced Concepts in Mechanical Ventilation (3 Cr.)**

This course will examine advanced concepts, modes, ventilation and weaning strategies, and equipment used in the treatment of patients requiring mechanical ventilation. While the course will provide an overview of advanced concepts regarding mechanical ventilation, students will be expected to utilize critical thinking skills in the completion of assigned case studies. Course content and discussions will encompass the implementation of ventilation strategies, considerations regarding evidence-based weaning strategies, nutrition and humidification considerations, utilization of advanced respiratory pharmacologic agents, and ethical considerations regarding mechanical ventilation. Prerequisite: Admission into the Respiratory Therapy program.

### **RESP 321 Leadership in Respiratory Therapy (3 Cr.)**

This course examines leadership theories, trends, and issues in health care. The role of the professional respiratory therapist as a member of inter-professional teams in health care delivery systems is emphasized. Analysis of individual leadership styles and commitment to professional growth is completed to identify their roles in facilitating practice excellence. Prerequisite: Admission into the Respiratory Therapy program.

### **RESP 411 Respiratory Therapist as an Educator (3 Cr.)**

This course focuses on perspectives on teaching and learning, characteristics of the learner, and techniques and strategies for teaching and learning. Students will examine methods of delivering information to various learners including patient/family, health care professionals, and students of higher education. Prerequisite: Admission into the Respiratory Therapy program.

### **RESP 421 Emergency and Critical Neonatal and Pediatric Respiratory Care (3 Cr.)**

This course focuses on the care of the neonatal and pediatric population. Students will review techniques for emergent and critical care management of this age-specific population. Students will evaluate advanced ventilator modes, disease processes, and evidence-based therapies, and will explore the ethics and safety concerns that are present in this population. Prerequisite: Admission into the Respiratory Therapy program.

### **RESP 441 Respiratory Care Research (4 Cr.)**

This course is designed to provide the respiratory care practitioner with the necessary tools to read and critically evaluate published research reports. It is necessary for the professional respiratory care practitioner to assess the usefulness of current and new equipment, as well as evaluate the effectiveness of present practice and quality of service. Prerequisite: Admission into the Respiratory Therapy program.

### **RESP 451 Respiratory Therapy Capstone (4 Cr.)**

This course brings full circle the work that the students have completed in the respiratory therapy program to date. Students will reflect on their personal and professional growth during their time at Cardinal Stritch University, calling on evaluation of past research, past assignments, and reflection on the Franciscan heritage and values. Students will be required to be involved in service learning activities within respiratory care/healthcare and the community and reflect on these experiences. Students

will also reflect on the impact and role of the various professional organizations within the respiratory therapy profession.  
Prerequisite: RESP 441.

**RLA 307 Early Childhood Language, Learning and Literacy  
(4 Cr.)**

This innovative course utilizes an arts integration approach to early language, literacy and child development with a focus on birth to six. Students will learn how to plan, assess and instruct children in concepts of print, alphabet knowledge, the alphabetic principle, phonological awareness, vocabulary and narrative. They will participate in practicum experiences to conduct observations of the language and literacy environments, and to plan and implement read alouds, dramatic play and language and literacy lessons. Prerequisite: EDSED 225, 2.75 GPA in education and overall, and B- or better in CA 108, EN 101, EN 102, and MT 119 or MT 196 (or higher), OR a Praxis CORE Skills Test.

**RLA 312 Middle Childhood Language, Literacy and Learning  
(4 Cr.)**

This course focuses on the language and literacy development of primary grade level students while taking into account diversity among learners. Various lenses will be used to explore language, literacy and learning among diverse populations of students. Students will learn how to plan, assess and instruct students in the areas of phonics, fluency, vocabulary, comprehension and writing. Children's literature will be explored for appropriate incorporation into instruction. Students will participate in on-site clinical practicum experience through Cardinal Stritch University partner schools in primary grades 1 through 3. Prerequisite: Admission to the advanced sequence or literacy minor, RLA 307.

**RLA 314 Developmental Literacy Upper Elementary - Middle School  
(4 Cr.)**

This course is an exploration of upper elementary and middle school literacy strategies for the promotion of vocabulary, fluency, comprehension, study skills and written expression; selection of appropriate literature, practice materials and technology; exploring formats for organizing classroom instruction; and procedures for assessing and monitoring learner progress. This course includes an embedded field placement that will be guided by the course instructor. Prerequisite: RLA 307 and RLA 312.

**RLA 318 Reading/Language Arts in Middle-Secondary School  
(4 Cr.)**

This is a practical course designed to help content area teacher candidates become effective teachers of reading in the classroom setting. Its focus is on helping teacher candidates improve students' ability to learn content through reading and use literate thinking across disciplines. Teacher candidates will learn ways to effectively engage students in reading, writing, speaking, listening and viewing to think about and learn content in their discipline. Topics explored in this course include disciplinary literacy, academic vocabulary and comprehension of readers and writers within and across disciplines. Prerequisite: EDSED 225 or admission to literacy minor.

**RLA 345 Adolescent Literacy  
(3 - 4 Cr.)**

Adolescent Literacy is designed to explore the development of literacy in adolescents and the role of literature in literacy development. It focuses on the unique challenges and range of abilities in literacy development for students in middle and high school classrooms, including students with learning differences and English language learners. This course also focuses on the genres, authors, subjects, literary devices, issues, themes and future trends of young adult literature. Learning will focus on how teacher candidates will use their understanding of theory and practices regarding literacy development and reader response, and how to impact pupils' literacy development, higher-level thinking and learning in their own content area/discipline. Secondary Teacher Education candidates take this course for 3 credits. Students who are ESL minors must take this course for 4 credits.

**RLA 352 Literacy Intervention Programs  
(3 Cr.)**

This course provides a supervised field-based practicum experience for reading teacher candidates to put all the tools and strategies that they have learned in their coursework into practice. Reading teacher candidates will work with a struggling reader/writer, under the supervision of a master literacy instructor, to assess the pupil's literacy strengths, interests and needs. Areas include phonological/phonemic awareness, phonics/decoding, fluency, vocabulary and comprehension. The focus of this practicum experience will be to plan and implement highly effective and appropriate intervention instruction, with intentional reflection on the use of teacher language and specific strategies to scaffold literacy learning and support for

pupils. This course is taken by candidates seeking a literacy minor. Prerequisite: RLA 307, RLA 312, RLA 314, RLA 318, and RLA 345.

### **SC 101 Introduction to Sociology**

**(3 Cr.)**

This includes basic concepts for the understanding and analysis of social reality. The focus is on patterns of social interaction; the structure and functions of groups; culture as setting and product of human social life; inequalities based on class, race and gender; social process; social change, social trends; major social institutions such as family, economy, government, education, and media.

### **SC 201 Contemporary Social Problems**

**(3 Cr.)**

This course will feature the sociological approach to the study of social problems including the identification, definition, and analysis of what constitutes a social problem. The focus will be on select contemporary social problems of the United States chosen by students and instructor. Prerequisite: SC 101 or sophomore standing.

### **SC 202 Social Psychology**

**(3 Cr.)**

This is the study of the social factors influencing the development of personality and the process of socialization; the factors influencing the formation of attitudes; the effectiveness of various methods or patterns of persuasion; intergroup relationships; structure and processes of small groups; and factors influencing a variety of forms of social behavior are discussed. Prerequisite: SC 101 or sophomore standing.

### **SC 203 Racial and Ethnic Groups**

**(3 Cr.)**

This course reviews the major concepts of the sociology of race and ethnicity. Students will study race and ethnic groups in the US and in international comparison. The structural and cultural dimensions of race and ethnicity with a focus on the dynamics of inequality will be explored. Students will discuss current policies and programs affecting racial and ethnic minorities through readings, speakers, and media presentations.

### **SC 204 Social Hacktivism**

**(3 Cr.)**

This course explores social change through a hacker ethic. In other words, students will examine how to make the world a better, more connected place, through the use of social networks and other digital technology. Through both offline and online experiences, students will investigate how social and cultural groups can use technology to produce results similar to traditional activism, such as human rights, access to resources, and connecting local and global communities. In keeping with the ethic of openness, community collaboration, and the decentralization of power, part of the course content will be user-generated.

### **SC 206 The Sociology of Families and Relationships: Meeting, Mating, and Multiplying**

**(3 Cr.)**

This course will examine micro- and macro-sociological changes in American families including the decrease of traditional two-parent families and increase of single-parent families, cohabitation, divorce, remarriage, same-sex relationships, and blended families; conflict and feminist perspectives on class, gender, race and ethnicity as they relate to marriage, families, and family values controversies; dating, mate selection, intimacy, sexuality, and interpersonal communication.

### **SC 210 Social Welfare Policy and Social Welfare**

**(3 Cr.)**

Students will be introduced to the social work profession and social welfare policy. The course includes the history, mission and philosophy of social work; issues involving diversity in ethnic background, race, class, gender and culture in our society; the nature and effects of social policy; current social policy analysis; political and organizational processes used to influence policy; and the framework of current social policy as it is related to social and economic justice. Prerequisite: SC 101 or sophomore standing.

### **SC 211 Social Work Practice Methods I**

**(3 Cr.)**



This course will cover values, ethics, and practices of the social work professional; the client system in social work; assessment of client strengths and problems; implications for social work practice of highly diverse client backgrounds and at-risk populations; intervening and collaborating with individuals, families, groups, organizations, and communities. Please note that SC 211 and SC 212 may be taken in any order. Prerequisite: SC 210 or consent of instructor.

### **SC 212 Social Work Practice Methods II**

#### **(3 Cr.)**

This course will place emphasis on new trends and issues in social work practice, and their implications for the ethics and values of professional social workers. Issues to be explored include assessment in social work practice and intervening and collaborating with individuals, families, groups, organizations, and communities; special emphasis will be placed on group process, priority action and use of the Internet. Please note that SC 211 and SC 212 may be taken in any order. Prerequisite: SC 210 or consent of instructor.

### **SC 216 Social Work Practice Methods III**

#### **(3 Cr.)**

This undergraduate course provides knowledge of generalist social work practice methods for working with communities, organizations and social institutions. Organizational and community issues related to ethnicity, gender, sexual orientation, social class, disability and spirituality will be explored along with mechanisms and consequences of oppression and discrimination (racism, sexism, classism, ageism). Throughout the course, emphasis will be given to theoretical and evidence-based practice as well as to ethical principles of the social work profession. Prerequisite: SC 101. Corequisite: SC 101.

### **SC 230 Death and Dying**

#### **(3 Cr.)**

In this course, students will examine death and dying not as a preexisting physical fact, but as a constantly changing social relation interpreted through various cultural and social realities. The course will examine how people (and others) experience, give social order to, and make sense of death and dying. Themes may include ceremonial aspects of dying and death; the role of the funeral industry; medical-technology models and the institutionalization of death and dying; and alternatives prevalent in different cultures or historical periods, and among American cultural minorities. Prerequisite: SC 101 or sophomore standing.

### **SC 240 Poverty and Welfare in America**

#### **(3 Cr.)**

This course explores causes and consequences of poverty in America from the perspective of the poor, with special focus on gender, race, and age; review of historical influences on poverty and public policy with emphasis on changes in inequality since World War II; implications for society as a whole of social forces and institutions associated with poverty, such as unemployment, homelessness, crime, health care, family dysfunction, and education; evaluation of alternative social welfare policies from social and ethical perspectives.

### **SC 280 Sociology of Work**

#### **(3 Cr.)**

This course will cover the review and analysis of historical and contemporary economic trends and their impact on work at the micro and macro level. Students will study: an overview of theoretical and empirical research on organizations and bureaucracies; analysis of intersections among work, family, and leisure, and links among inequality, race, gender, and work; examinations of unions and professional organizations; a review of public policy debates and legislation regarding corporations and work-related issues. Students will explore international comparisons. Prerequisite: SC 101 or sophomore standing.

### **SC 300 Sociology of Deviant Behavior**

#### **(3 Cr.)**

This is an analysis of the social aspects of deviant behavior and the various theories employed to understand it. Mental illness, alcohol and drug abuse, non-traditional sexual behavior, and deviance in the workplace and professions will be examined. Prerequisite: SC 101 or sophomore standing.

### **SC 301 Sociology of the Body**

#### **(3 Cr.)**

This course addresses the body from a sociological perspective; this means students will look at the body not as a preexisting physical fact, but as a constantly changing social relation interpreted through the lens of culture and shaped by social life. The

course will examine how humans "perform" individual and group identities through their bodies, as well as how bodies are used in the name of social control and domination. Themes may include medicalization, tattooing and body piercing, beauty standards and plastic surgery, transgender, race and ethnicity, sport, consumption, aging and disability.

### **SC 302 Special Areas in Sociology**

**(3 Cr.)**

This will cover topics of a specialized nature including culture, social change, education, globalization, environmental sociology, and gender and sexuality. Prerequisite: SC 101 or consent of instructor.

### **SC 304 Sociological Theory**

**(3 Cr.)**

This is an introduction to classical and contemporary sociological theory, and includes a review of major schools of social theory and their relationship to the discipline of sociology and the broader social, political, and cultural context of U.S. society. Prerequisite: SC 101, sophomore standing.

### **SC 305 Urban Sociology**

**(3 Cr.)**

This is an introduction to the study of cities and metropolitan areas. Students will cover an historical review of the growth of cities to their current spatial configurations in contemporary society, giving special attention to class structure, power structure, politics and ethnic communities. Students also will examine social problems facing American cities: urban sprawl, economic and community development, inequality, housing, education, crime, environment, and the changing community in the broader national and global context. Prerequisite: SC 101, sophomore standing.

### **SC 306 Social Movements**

**(3 Cr.)**

This course explores social movements as an object of sociological research. It reviews theories of social movements, the role of social structure, patterns of mobilization and participation, strategy and tactics, and empirical studies of modern social movements. It also explores the motivations and experiences of movement actors. Prerequisite: SC 101 or consent of instructor.

### **SC 310 Sociology of Sport**

**(3 Cr.)**

This course focuses on sports as social and cultural phenomena. Students will use sociological concepts and critical thinking to investigate such issues as how sport and sport participation affect people's lives, and how they intersect with masculinity, femininity, class inequality, race, work, and leisure. Prerequisite: SC 101.

### **SC 380 Research Methods**

**(3 Cr.)**

This course will include: explanations of theory testing using empirical research; exploration of different measurement techniques; production of data using a variety of data collection methods, such as surveys, participant observation, secondary analysis and content analysis; non-probability and probability sampling techniques; analysis of data using statistics and qualitative techniques; and ethical issues in empirical research. Prerequisite: SC 101 and MT 120 or approval of instructor.

### **SC 400 Directed Study**

**(1 - 3 Cr.)**

Students will be required to do reading and/or research on a sociological topic with a departmental faculty member. Written consent of instructor is required. Prerequisite: SC 101 and consent of instructor.

### **SC 401 Research Seminar**

**(3 Cr.)**

The course features application of the sociological perspective with principal emphasis on the formulation, design and completion of an original empirical research study in fulfillment of the requirement for the senior culminating experiences. The course includes reflection on sociological perspectives and professional ethics. Prerequisite: SC 380 and junior (or senior) standing, or instructor approval.

### **SC 403 Sociology Field Experience (Internship)**

**(1 - 4 Cr.)**

This is an internship experience in appropriate organizations and social service agencies. The course is designed for students to gain practical experience through on-site learning. Supervision will be shared by the Sociology Department and the cooperating organization. Prerequisite: Junior or senior standing or instructor approval.

**SED 314 Curriculum and Methods: Functional  
(3 Cr.)**

This course studies the objectives, functional curriculum content, methodologies and instructional materials appropriate for students with exceptional education needs. The course emphasizes social skills training, personal living skills, self-determination, community-based instruction and the application of universal design to technology. Prerequisite: EDSED 225, 2 parts of PPST passed.

**SED 323 Parents/Agencies and Transition  
(3 Cr.)**

This course will focus on legislation, self-determination, and community services around the topic of transition. The course also will focus on transition as a lifelong process and how it should be incorporated into teaching (K-12). Critiquing and reflecting a transition process will assist students in determining what determines a smooth transition for students with disabilities and their families. Prerequisite: EDSED 225, 2 parts of PPST passed.

**SED 325 Field Work II  
(1 Cr.)**

This is a pre-student teaching special education field experience that provides teacher candidates the opportunity to explore specialized instruction and the inclusion of students with special needs in general education settings. Students will complete a minimum of 20 hours observing and assisting general/special educators as they support students with a variety of learning needs as well as increase understanding about basic adaptations in setting, curriculum and instructional approaches. Prerequisite: EDSED 225, EDSED 317, 2.75 GPA in education and overall, and B- or better in CA 108, EN 101, EN 102, and MT 119 or MT 196 (or higher), OR pass the Praxis CORE Skills Test.

**SED 337 Formal and Informal Assessment  
(3 Cr.)**

In this course, teacher candidates will learn to administer, score and interpret norm-referenced, standardized tests and use informal classroom-based assessments. The course will address use of assessments to determine eligibility, develop IEPs, adjust instruction, evaluate progress and plan for transition. Discussions will focus on legal, ethical, and cultural considerations; reliability, validity and accommodation issues and current trends. Content will emphasize collaborative behavioral, academic, language, intellectual, adaptive and ecological assessment of PreK-12 students. Prerequisite: EDSED 225, 2.75 GPA in education and overall, and B- or better in CA 108, EN 101, EN 102, and MT 119 or MT 196 (or higher).

**SED 345 Supporting Students in the School Environment  
(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. Prerequisite: EDSED 317, 2.75 GPA in education and overall, and B- or better in CA 108, EN 101, EN 102, and MT 119 or MT 196 (or higher).

**SED 355 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; legal requirements for transition as a life-long process will also be highlighted. Prerequisite: EDSED 317.

**SED 360 Teaching Persons with CD: Extensive Support  
(2 Cr.)**

This course develops assessment, instruction and management skills necessary to educate persons with severe developmental disabilities. Areas of focus include mobility, self-help, socialization, cognition, communication and pre-vocational skills. This course is being offered for students pursuing a CD area of emphasis. Prerequisite: SED 314.

### **SED 363 Developing IEPs**

**(1 Cr.)**

This course provides an understanding of the current Individualized Education Plan legislation and processes. The course focuses on: developing legal and useful Individualized Education Plans using the current state developed IEP forms and methods for implementing, monitoring and analyzing the plans. Prerequisite: EDSED 225, EDSED 317, 2 parts of PPST passed.

### **SED 407 Positive Behavior Supporting Students with Emotional and Behavioral Disabilities**

**(2 Cr.)**

This course provides students with an understanding of common developmental and behavioral problems of children and adolescents identified as "at risk" and emotionally and behaviorally disabled (EBD). The focus of the course is on the development of positive behavior support strategies useful for preventing and reducing disciplinary problems and inappropriate and aggressive violent behaviors with students who demonstrate challenging behaviors. Strategies such as aggression replacement training, conflict resolution, cognitive behavior modification, bully proofing, peer helping approaches and life space crisis intervention are addressed. Prerequisite: EDSED 225, 2 parts of PPST passed.

### **SED 463 Autism and Communication Disorders**

**(2 Cr.)**

This course provides an in-depth understanding of individuals who have the diagnosis of an autism spectrum disorder. Characteristics are reviewed and discussed in the context of the student's unique educational needs and implications for inclusive educational practices. Components of successful inclusive programs are reviewed. Students will become acquainted with ways to design and implement positive support strategies, communication and accommodations for students with communication delays. In addition, students develop an understanding of language development, the importance of communication in the learning environment, and communication strategies, including the use of augmentative/alternative communication systems that can be used with individuals with disabilities. Furthermore, this course focuses on understanding how to implement appropriate communication strategies. Prerequisite: EDSED 225, EDSED 317.

### **SED 478 Teaching Students with Learning Disabilities**

**(2 Cr.)**

This course includes a study of the objectives, curriculum content, instructional methodologies and instructional material appropriate to students with learning disabilities. The course emphasizes learning and study strategies in the areas of reading and mathematics, communication strategies and social skills development for students with specific learning disabilities. This course is offered for students pursuing an LD area of emphasis. Prerequisite: EDSED 225.

### **SEM 103 Stritch Seminar Health Professional**

**(3 Cr.)**

The Stritch Seminar focuses on helping new and transfer students succeed in college by gaining competence in critical academic skills, confidence in self and others, and an understanding of the Stritch culture through engagement with the community and reflection on the Franciscan tradition. This is open only to students in online/blended programs in the Ruth S. Coleman College of Nursing and Health Sciences.

### **SEM 104 Stritch Seminar CBM Evening/Online**

**(3 Cr.)**

The Stritch Seminar focuses on helping new and transfer students succeed in college by gaining competence in critical academic skills, confidence in self and others, and an understanding of the Stritch culture through engagement with the community and reflection on the Franciscan tradition. Open only to students in evening/online programs in the College of Business and Management.

### **SEM 110 Freshman Seminar**

**(1 Cr.)**

This course prepares students to be successful members of the University community. At Stritch that means understanding one's personal voice and developing the skills necessary to use that voice to add value and make marked contributions in an academic setting and, eventually, the community at large. To assist on this personal and academic journey, students will also be introduced to University policies, procedures, expectations, and resources.

### **SPN 101 Elementary Spanish**

**(4 Cr.)**

This is an introduction to the study of Spanish emphasizing proficiency in speaking, reading, writing and comprehension of the Spanish language. Orientation to Hispanic civilization and culture from a global perspective is included. Students will be actively involved in the development of their communication skills. Students have no previous study of Spanish or are placed according to their score on the departmental placement exam. Prerequisite: Not open to seniors.

### **SPN 102 Elementary Spanish**

**(4 Cr.)**

This is the second half of an introduction to the study of Spanish emphasizing proficiency in speaking, reading, writing and comprehension of the Spanish language. Orientation to Hispanic civilization and culture from a global perspective is included. Students will be actively involved in the development of their communication skills. Students have one semester of college-level Spanish or are placed according to their score on the department placement test. Prerequisite: SPN 101.

### **SPN 110 Spanish Language and Culture I**

**(3 Cr.)**

This introduction to Spanish language skills will give the learner a firm application in basic, but essential, competencies in speaking, listening, writing and reading. This course promotes language acquisition within a cultural context and engages students in real-life activities in and outside the classroom. Students will be actively involved in the development of their communication skills. Prerequisite: Students have no previous study of Spanish or are placed according to their score on the departmental placement exam.

### **SPN 120 Spanish Language and Culture II**

**(3 Cr.)**

This is the second half of an introduction to the study of basic Spanish language skills. Upon completion, students will be able to comprehend and respond with increasing proficiency to spoken and written Spanish. Students will also demonstrate further cultural awareness of Spanish-speaking cultures from a global perspective. Students will be actively involved in furthering their communication skills as they interact in real-life situations. Prerequisite: SPN 110 or placed according to score on the department placement test.

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

**(3 Cr.)**

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

### **SPN 201 Intermediate Spanish**

**(3 Cr.)**

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

### **SPN 202 Advanced Intermediate Spanish**

**(3 Cr.)**

This course offers a review of previously learned material and skills while introducing more complex grammatical structures to improve communication in Spanish. Students will be actively involved in furthering speaking, reading, writing and comprehension of the language as they interact in real-life situations. Throughout the course, students will develop fluency and expand their vocabulary through the analysis of short literary texts, audiovisual materials and the completion of regular class presentations and compositions. Understanding and appreciation of the cultures and histories of the Spanish-speaking world are an integral aspect of this course. Prerequisite: SPN 201 or a score of 492 or higher on the WebCAPE exam.

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

**(3 Cr.)**

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

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

**(3 Cr.)**

This course includes continued emphasis on the development of fluency in speaking and proficiency in writing correct and idiomatic Spanish. Knowledge of Spanish morphology, syntax and writing style will be advanced through the review of grammar, reading of original texts and extensive writing projects. Active student participation in oral communication is expected. Prerequisite: SPN 203 or a score of 600 or higher on the WebCAPE exam.

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

**(3 Cr.)**

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

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

**(3 Cr.)**

This course examines the historical and sociological phenomena of the Latinos in the U.S. through literature, film, art, and essays. One of the primary areas of focus of the course will be to compare and contrast the twentieth-century experiences of the largest Latino populations: those who can trace their heritage to Mexico, Puerto Rico, Cuba, the Dominican Republic, and Central America. Course is taught in English.

### **SPN 306 Spanish Civilization**

**(3 Cr.)**

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

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

**(3 Cr.)**

This course focuses on the study of the sound system of the Spanish language. Throughout the semester, students will be exposed to basic linguistic concepts and terminology, theoretical analyses of phonetic and phonological phenomena in Spanish, and phonetic transcription. The Spanish language's contrast with the English system is reviewed. Pronunciation and intonation are stressed. This is required for teachers. Prerequisite: SPN 203.

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

**(3 Cr.)**

This course offers an introduction to the study of Latin American civilizations, from the Pre-Columbian period to the present. It centers on the social, historical, religious, philosophical and political developments that have shaped the multi-faceted cultures of Latin America. Prerequisite: SPN 203.

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

**(0 - 4 Cr.)**

This is a valuable opportunity for the student seeking to strengthen and perfect language skills while gaining a better understanding and appreciation of the Spanish-speaking world. The immersion experience will allow students to apply learned language skills to real-life situations in a professional setting or while studying abroad. Students also will develop a better understanding of Hispanic customs, traditions and cultures through interactions with Spanish speakers. This course is required for majors and minors in both Spanish and translation programs. Before enrolling, students will work individually with a faculty adviser to design an immersion experience tailored to the students' needs and interests. Depending on the program's requirements, this course can be taken for credit or no credit. Consent from the department chair is required. Prerequisite: SPN 102 or departmental approval.

### **SPN 312 Counter Culture: Expressions of Identity and Resistance**

**(3 Cr.)**

This course engages students in discussions of cultural and artistic expressions used to articulate identity and resistance by people in the Americas. As Michael Foucault once said, "Where there is power, there is resistance." Through the exploration of resistance in literature, popular culture, film, music, graffiti, murals and historical texts, students will be able to develop a

critical mind that is constantly vigilant of power relations and hegemony. The exploration will be achieved while studying on campus as well as through a field experience in the Milwaukee area. While learning about the characteristics of the cultures and countercultures studied in class, students will be able to understand better the diversity of voices that constitute the Americas. The course is taught in English.

**SPN 313 El Sur, Salsa, Latin@s and More  
(3 Cr.)**

This course invites students to experience and reflect upon the lived reality of the people who make up American culture. Following an introductory study of the cultural, social, economic and political realities of Latin American countries, students will choose between an “out-of-country” experience or some “in-country” experience(s) that will immerse them in the lived reality of individuals from a Latin American country. Knowledge of a foreign language is helpful, but not required. Course taught in English.

**SPN 330 Survey of Peninsular Spanish Literature  
(3 Cr.)**

This course focuses on Spanish Literature in the Iberian Peninsula, Spain. The historical background of major figures and literary works from the Medieval period to the 21st century will be examined through readings, lectures, textual analysis, class discussions, and online assignments. Studies also will include works outside of the literary canon. All lessons will be conducted in Spanish. Prerequisite: SPN 204 or SPN 205.

**SPN 331 Survey of Latin American Literature  
(3 Cr.)**

This course will give the student a broad, general knowledge of the development of major literary trends and authors in Latin America. The course includes the historical background of selected works from the Pre-Columbian period through Modernism to the 21st century. Works not included in the literary canon also are discussed. All lessons are conducted in Spanish. Prerequisite: SPN 204 or SPN 205.

**SPN 334 Introduction to Interpretation and Translation: Theory, Practice, and Ethics  
(3 Cr.)**

This is an introduction to the basic principles of translation and interpretation. Emphasis is on the study of professional aspects of language services including assessment of linguistic register, text purpose and style in rendering accurate written texts and oral statements from Spanish to English and vice-versa. This course also focuses on the application of interpreter codes of ethics (community, medical and legal) to a variety of real-world scenarios. Through in-class role-plays and shadowing interpreters in the community, students will observe how expectations of accuracy, confidentiality, avoidance of conflicts of interest, professional demeanor, maintaining a proper role, competency, reporting ethical violations, professional development, disciplinary procedures and cultural advocacy are applied in practice. Students will develop strategies for terminology research and vocabulary development, memory enhancement, note-taking and listening skills. Prerequisite: SPN 204 or score of 600 or higher on the WebCAPE exam or department approval.

**SPN 335 Ethics and Cultural Competency in Interpretation and Translation  
(3 Cr.)**

An in-depth analysis and application of interpreter and translator ethical codes including: accuracy, confidentiality, avoidance of conflicts of interest, professional demeanor, maintaining a proper role, competency, reporting ethical violations, professional development, disciplinary procedures and cultural advocacy. Model scenarios will be used for developing and applying ethical judgments in business, legal and medical interpretation and translation. In this course, students also will learn to recognize the role of cultural competency to produce accurate interpretation and translation work. Prerequisite: SPN 334.

**SPN 340 Business and Legal Spanish Interpretation and Translation  
(3 Cr.)**

This course will enhance students’ knowledge, language abilities and confidence to interpret in business and legal settings. In addition, students will read and translate a varied range of business and legal texts including advertising, business correspondence, contracts and wills to increase understanding of cultural and ethical issues in relation to business and legal translation. This knowledge will allow students to tackle complexities of translation and cultural transmission systematically and creatively, and to justify and explain their translation decisions to both specialized and non-specialized audiences. By analyzing and translating legal and business documents between Spanish and English, students will develop specialized vocabulary and writing techniques in both languages. Prerequisite: SPN 334.

**SPN 341 Interpretation for Health Care  
(3 Cr.)**

This course is designed for bilingual individuals interested in pursuing a career as Healthcare Interpreters in rural and/or urban areas. It will enable students to interpret in a varied range of medical settings, including the ability to interpret accurately anatomy, physiology, medical and behavioral health terminology in English and Spanish. In addition, students will gain an understanding of cultural and ethical issues in relation to medical interpreting and recognize and manage the barriers and problems a Healthcare Interpreter encounters in actual practice. Prerequisite: SPN 334.

**SPN 345 Advanced Spanish Composition and Conversation  
(3 Cr.)**

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

**SPN 350 Translation Workshop  
(3 Cr.)**

This course expands students' professional knowledge of and skills required for the language services industry. Centering primarily on Spanish to English translation, this course treats translation as professional writing and thus emphasizes all aspects of writing, including usage, mechanics and style. Students will enhance their research skills as they are exposed to a wide variety of translation specializations. Students will learn to assess source texts on macro and micro levels and justify translation choices based on their analyses. Grammar reviews will enhance students' translation skills as they learn to contrast linguistic features in English and Spanish. Prerequisite: SPN 204 or score of 600 or higher on WebCAPE or department approval.

**SPN 360 Internship and Professional Communication in Spanish  
(3 Cr.)**

This course combines classroom and internship experiences to advance students' professional writing and speaking skills in Spanish. The course content seeks to prepare students to interact with individuals from different Spanish-speaking communities and professional fields. It includes reflection of internship experiences, analysis of professional discourse production, use of technology to enhance speaker presentations, and a review of Spanish grammar to produce a variety of professional texts. The internship component of the course will allow students to apply learned language skills and cultural knowledge to real-life situations. By the end of the course, students will strengthen and perfect language skills while developing professional relationships with community partners in Spanish-speaking communities. Prerequisite: Score of 600 or higher on WebCAPE exam or departmental approval.

**SPN 365 Current Topics  
(1 - 3 Cr.)**

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

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

This course is the culmination of the student's undergraduate preparation in Spanish. Under the guidance of a faculty member, students will be directed to study areas of language, literature or culture needing additional exposure or reinforcement. The structure of this course is primarily thematic favoring a multi-disciplinary approach. Students will work with literature, films, letters, photographs, plays, essays and different theoretical frameworks to produce a series of research projects in Spanish. Consequently, this course will help students gain a solid foundation to conduct research, write and present information in a more sophisticated, academic style. Prerequisite: Senior standing.

**SRB 100 Introduction to Sport and Recreation Business  
(3 Cr.)**

This course serves as an introduction to the Sport and Recreation Business (SRB) program and - in addition to helping students understand SRB - exposes the student to a variety of career opportunities available in the industry. Students will



engage in professional development activities and networking initiatives while learning about the multiple facets that make up this industry.

### **SRB 110 Historical Perspectives of Sport and Recreation**

**(3 Cr.)**

This course is designed to provide the student with an overview of the major historical issues that have served as the bedrock in the world of sport and recreation. Historical issues impacting contemporary sport and recreation are covered including gender equity, race and ethnicity, youth, adolescent, and adult programs and media involvement.

### **SRB 200 Organizational Aspects of Sport and Recreation**

**(3 Cr.)**

This course provides students with an overview of organizational design and management of sport and recreation-based entities. A focus on the process of management will include critical thinking, strategic planning, decision making, problem solving, policies and procedures.

### **SRB 210 Sport and Recreation Facility Management**

**(3 Cr.)**

This course provides students with the fundamental knowledge and skills required to design and manage sport and recreation-focused facilities. Attention is given to the Americans with Disabilities Act as well as issues of liability and risk management. Students will engage in critical thinking related to how to best utilize space, enhance indoor and outdoor areas, schedule events, and manage and maintain equipment.

### **SRB 250 Legal and Ethical Aspects of Sport and Recreation**

**(3 Cr.)**

This course explores the critical legal theories relevant to sport and recreation managers, highlighting recreational, amateur and professional athletics. Students will use relevant case law to apply legal theories. Risk management and regulatory foundations will be discussed.

### **SRB 300 Sport and Recreation Leadership**

**(3 Cr.)**

This course focuses on historical and philosophical aspects of leadership by examining major theorists, models and contexts. Students will explore social, political and cultural influences on leadership in sport and recreation organizations and develop a theory of leadership that they can apply in a community in which they are actively involved.

### **SRB 310 Sport Public Relations and Media**

**(3 Cr.)**

This course provides a practical and conceptual foundation for sport and recreation-based communication. Students will explore the formalized working relationships between mass media and sport organizations as well as examine the roles and responsibilities of sport communication professionals, their roles and duties in disseminating information and the issues they face in today's world of sports. Students will obtain practical experience such as writing news releases and news stories in addition to holding news conferences. Prerequisite: Junior standing or department approval.

### **SRB 320 Economics and Finance of Sport and Recreation**

**(3 Cr.)**

The course is intended to provide students with comprehensive understanding of the economic and financial impact felt in the world of sport and recreation. Along with conventional income sources such as tax support, municipal and corporate bonds, ticket sales, and licensing, students will receive in-depth exposure to financial management in relation to microeconomic concepts and its macro effect on the various aspects of the industry. Prerequisite: AC 207 and EC 201.

### **SRB 330 Marketing of Sport and Recreation**

**(3 Cr.)**

This course serves as a study of the fundamental marketing concepts in the sport and recreation industry. Students will learn market research and planning processes, engage in determining sport consumer markets and target demographics, as well as develop marketing strategies related to print, broadcast, sponsorships, the Internet and social media. Prerequisite: Junior standing or department approval.

### **SRB 400 Sales, Sponsorship, Fundraising in Sport and Recreation**

**(3 Cr.)**

This course teaches students the importance of understanding how sales, sponsorship and fundraising impact the sport and recreation-based industries. Students will learn techniques to execute sales concepts, construct sponsorship information and engage in fundraising from the ground up.

**SSM 201 Sport Economics****(3 Cr.)**

This course provides students with a foundation of economics focused specifically on the sport industry. Topics include industry delivery, supply and demand, competition, and market structures.

**SSM 243 Sport Business****(3 Cr.)**

This course focuses on the importance of social, political, and economic activities related to sport business. Students will engage in a mock proposal in which they will apply sport business principles.

**SSM 245 Sport Psychology****(3 Cr.)**

This course provides an overview of the mental aspects of sport participation, helping students to understand why people participate and what types of motivation will be effective in working with them. Several theories of motivation and discipline, from the player's point-of-view, will be explored.

**SSM 345 Sport Media****(3 Cr.)**

This course provides a practical and conceptual foundation for sport communication. Students will explore the formalized working relationships between mass media and sport organizations as well as examine the roles and responsibilities of sport communication professionals, their roles and duties in disseminating information, and the issues they face in today's world of sports. Students will obtain practical experience such as writing news releases and news stories in addition to holding news conferences. Prerequisite: Junior standing or department approval.

**THR 100 Theater Laboratory****(0.5 Cr.)**

Laboratory instruction and supervision in one or more of the following areas: Backstage Run Crew (including stage hands, fly operators, and props crew), Wardrobe Crew, and House Management. Students assist in the mounting and running of Cardinal Stritch University productions. Assistance/availability for load-in/load-out is required. No experience is necessary. Students must have faculty approval in order to enroll.

**THR 105 Theater Dance I****(3 Cr.)**

This is a studio-based course designed to introduce students to the fundamentals of contemporary dance techniques. Through group and individual practice in choreography and improvisation, readings, and video viewings, students will develop a relationship to their own expressive movement abilities as they learn the physical principles and histories within concert dance practices.

**THR 108 Theater Dance IV****(2 Cr.)**

This advanced dance course builds on techniques of Dance 1, 2 and 3. Prerequisite: THR 105, THR 106, THR 107 or instructor consent.

**THR 109 Make-Up and Costume Techniques****(3 Cr.)**

Students will explore the art of expression and character through make-up and costume techniques. This course will cover basic techniques of costume construction, costume design, as well as corrective and theatrical make-up to transform the personal aesthetic in colorful and evocative ways.

**THR 110 Acting for Non-Theater Majors****(3 Cr.)**

This introductory course in acting focuses on the basic building blocks of acting technique including collaboration, creating a character, and speaking in front of an audience. This course is specifically designed for non-theater majors.

**THR 160 Introduction to Backstage  
(3 Cr.)**

Introduction to Backstage serves as a survey course in the elements of stage production with hands-on experiential work on real shows. Students will be introduced to the four basic disciplines of production: scenery, lighting/sound, costume, and stage management.

Topics include:

1. Scenery: Introduction to studio personnel, the process of designing, building and painting scenery, and a discussion of properties for the stage.
2. Lighting/sound: The process of lighting design and creating sound for the stage.
3. Costumes: Introduction to studio personnel, the process of designing and building costumes, properties for the stage, wardrobe, and makeup.
4. Stage management: Organization, duties of both artistic and administrative sides of theater, role of the stage manager, and the rehearsal process.

**THR 200 Theater Laboratory  
(0 - 0.5 Cr.)**

This course involves participation in a theater production with an emphasis on expanding the student's responsibility and involvement. Positions include experience in run crew, wardrobe crew, either scenic construction or painting, costume building, gathering props, stage electrics, sound design, sound board operation, light board operation, etc.

Assistance/availability for load-in/load-out is required. Students must have faculty approval in order to enroll (for performers this means being cast in the production).

**THR 201 Voice and Movement  
(3 Cr.)**

An introduction to expression through the vocal mechanism and movement technique. Through exploration and study, students will learn confidence and specificity in the utilization of voice and physicality, as well as an understanding of a personal process of exercises to increase freedom of expression.

**THR 205 Introduction to the Theater  
(3 Cr.)**

This is an overview of the theater as an art form with particular emphasis on the theater's development from ancient Greece to the present. Students will learn the vital roles of everyone involved in bringing a script to the stage and have the opportunity to view and critique actual theater productions.

**THR 208 Introduction to Acting  
(3 Cr.)**

In a world of screens and electronic devices, want to explore what it means to really connect? This introductory course in acting focuses on the basic building blocks of confidence, response, and play as well as the beginning elements of exploring human connection and storytelling. Students will uncover hidden talents and learn the art of acting for the stage, which includes collaboration, improvisation, creating a character, and speaking in front of an audience.

**THR 213 Play Analysis I  
(3 Cr.)**

This course is an examination of dramatic literature and structure. It includes the study of the play script both as literature and as a theatrical document.

**THR 215 World Dance Through Time  
(3 Cr.)**

This course explores both social and concert dance forms as a lens through which diverse histories and contemporary moments can be examined. Particular attention will be paid to the migratory path of peoples' dances to and within the United States. Examples of topics may include the formation of Tap dance, the birth of the Salsa, the French court dances that became classical Ballet, and the influence of the New Orleans Bounce scene on Twerking. Through readings, discussions, video, live

performance attendance, and studio practice, students will investigate and embody the relationship between dance, power, and the expressive history of the body in motion.

**THR 220 Stagecraft  
(3 Cr.)**

Ever wonder what it takes to create live theater? This course takes the student backstage to introduce the basic principles of stagecraft: construction of scenery and properties and the fundamentals of stage lighting. Emphasis is placed on scenic construction practices, fly system operation, and stage electrics. Students will be expected to assist in show prep and show strikes.

**THR 226 Digital Tools for Theatrical Design  
(3 Cr.)**

This course studies the use of software commonly employed for the artistic design, technical enumeration, and collaborative execution of theatrical scenery, lighting, and sound. Particular emphasis will be placed on practical, hands-on projects and assignments that will prepare students to succeed in these design fields. Prerequisite: THR 160 recommended.

**THR 300 Theater Laboratory  
(0 - 1 Cr.)**

This course involves participation in a theater production with an emphasis on expanding the student's responsibility and involvement on a greater commitment level. Positions include experience in performance, stage management, design, etc. Assistance/availability for load-in/load-out is required. Students must have faculty approval in order to enroll (for performers this means being cast in the production).

**THR 303 Acting II  
(3 Cr.)**

This second-level acting course focuses on the understanding and presentation of classical language or heightened text and the continued exploration of advanced response and play. Prerequisite: THR 208.

**THR 304 Scenic Design and History  
(3 Cr.)**

Every culture and period in history has unique qualities that set them apart. This course examines the cultural and historical significance of architecture, decor, fashion, customs and style and how they can be artistically brought to life on the theatrical stage.

**THR 310 Scenic Design  
(3 Cr.)**

This is an introduction to the methods and materials employed in theatrical scenic design. Particular emphasis will be placed on the collaboration between the director and other designers. Both traditional and multimedia forms of design for the stage will be explored. Prerequisite: THR 225.

**THR 312 Lighting and Sound Design  
(3 Cr.)**

This course studies the equipment, technology, artistic design and collaborative execution of theatrical lighting design and theatrical sound design. Particular emphasis will be placed on practical, hands-on projects and assignments that will prepare students to succeed in these design fields. Prerequisite: THR 160.

**THR 390 Acting III  
(3 Cr.)**

This is an advanced acting course focusing on contemporary scene study, emotional resonance, professional development, acting for the camera, and both stage and on-camera auditions. This course is open to theater majors as well as advanced non-major students.

**THR 399 Independent Study  
(1 - 3 Cr.)**

Independent Study

**THR 400 Theater Laboratory**

**(1 - 2 Cr.)**

This senior-level theater laboratory involves a capstone experience in one of the productions accompanied by reflection and feedback from a faculty member.

**THR 401 Theater History**

**(3 Cr.)**

This is a study of physical structures, major movements, playwrights and major theater practitioners from the ancient Greek period through today. Students will gain a grounding in comprehensive knowledge of the origins of theater as well as contemporary movements that shape the theater creation of today, developing a broad knowledge base of the craft of theater and how it has evolved throughout the centuries.

**THR 403 Internship: Off-Campus**

**(1 - 3 Cr.)**

Theater Internship: Off-Campus Prerequisite: Junior standing and department approval.

**THR 405 Directing**

**(3 Cr.)**

This course focuses on the fundamentals of play direction techniques as used in dramatic productions from inception to performance. Students will explore their "directing eye" and develop creative response to the given elements in storytelling, culminating in their own student-directed short scene presentation. Prerequisite: THR 213 and either THR 160 or THR 208.

**THR 499 Independent Study**

**(1 - 3 Cr.)**

Independent Study

**WS 101 Introduction to Gender Studies**

**(3 Cr.)**

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

# ONLINE CONSORTIUM OF INDEPENDENT COLLEGES AND UNIVERSITIES (OCICU)

Stitch is a member of OCICU, which gives students the opportunity to take classes online if certain conditions are met. Students must receive departmental approval before they can enroll in any OCICU courses. All other prerequisites included in the course descriptions must also be met. Students are eligible to take a course through OCICU only if the online course dates fall within the Stitch semester dates. Below is the list of current OCICU course options available to Stitch students. This list is subject to change depending on course availability and department approval. Students should speak with their academic advisor for further information.

## OCICU COURSE DESCRIPTIONS

### **AC 200 Principles of Accounting I**

**(3 Cr.)**

OCICU course (Regis University, AC 3200/AC 320). This is an introductory course for students having little or no accounting experience. The course is designed to provide an accounting foundation with emphasis on sole proprietorships. In addition to providing a foundation for accounting majors, the course is structured to benefit students pursuing various majors and interests.

### **AC 204 Principles of Accounting II**

**(3 Cr.)**

OCICU course (St. Leo University, ACC 202). This course introduces cost accounting concepts, budgeting, cost volume-profit analysis and managerial decision-making. It also covers the three principal financial statements: the income statement, balance sheet, and statement of cash flows.

### **AC 209 Financial Accounting**

**(3 Cr.)**

OCICU course (University of the Incarnate Word, ACC 2311). The basic principles, concepts, and methods used in the generation of accounting data for financial statement preparation and interpretation. Asset, liability, and owner's equity valuation and their relationship to income determination.

### **AC 303 Accounting Information Systems**

**(3 Cr.)**

OCICU course (St. Leo University, ACC 303). Principles involved in establishing an accounting information system. Included are source documents, internal controls, and the interfaces needed for managerial control of the business. The integration of managerial accounting information needs with the design and implementation of systems is studied.

### **AC 307 Intermediate Accounting I**

**(3 Cr.)**

OCICU course (St Leo University, ACC 301). A study of the development of generally accepted accounting principles and valuation models in their application to financial statement presentations.

### **AC 308 Intermediate Accounting II**

**(3 Cr.)**

OCICU course (St Leo University, ACC302). A continuation of generally accepted accounting principles development. The valuation of liabilities and equities, revenue realization, accounting changes, income taxes, leases, and financial statement disclosures.

### **AC 309 Intermediate Accounting III**

**(3 Cr.)**

OCICU course (Regis University, AC 4120). A continuation of AC 4100 and 4110, going beyond preparation and analysis of financial statements. Focuses on accounting for pensions, accounting for leases, statement of cash flows, full disclosure of accounting transactions and reporting accounting information in light of changing price levels (inflation, deflation, replacement cost, fluctuating dollar, etc.)

**AC 311 Advanced Accounting****(3 Cr.)**

OCICU course (St Leo University, ACC 401). Accounting principles for partnership, mergers, acquisitions, and consolidations including the worksheet analysis of consolidation principles.

**AC 321 Government and Not-for-Profit Accounting****(3 Cr.)**

OCICU course (Regis University, AC 4600/AC 460). This course is an in-depth study of accounting principles and procedures as applied to governmental and not-for-profit organizations, including hospitals, colleges and universities, and health and welfare organizations.

**AC 331 International Accounting****(3 Cr.)**

OCICU course (St. Leo University, ACC 430). This course provides students a working knowledge of International Financial Reporting Standards (IFRS). Through a comparison to US GAAP, students will learn the specific differences between the two standards, why there are differences, and how the standards were developed. In addition to international financial standards, other topics will be addressed, including global auditing standards, international taxation, and corporate social responsibility reporting standards

**AC 358 Individual Federal Income Taxes****(3 Cr.)**

OCICU course (St Leo University, ACC 421). An introduction to federal taxes with the emphasis on individual taxation. The concepts of business income in various forms of business are also introduced. It involves the practical application of the tax laws and concepts including tax return preparation and simple tax research. It also introduces the student to the multiple types of taxes beyond federal taxes.

**AC 359 Income Tax Accounting I****(3 Cr.)**

OCICU course (Regis University, AC 4500/AC 450A). Income Tax I studies income tax laws and regulations as they pertain to individuals.

**AC 362 Income Tax II****(3 Cr.)**

OCICU course (Regis University, AC 4510). A continuation of AC 4500, the study of income tax laws and regulations as they pertain to individuals, partnerships, corporations, estates, and trusts.

**AC 363 Corporate Income Tax****(3 Cr.)**

OCICU course (University of the Incarnate Word, ACC 3316). The basic principles, concepts and methods used to obtain an understanding of federal income taxation of corporations, partnerships, estates and trusts.

**AC 364 Cost Accounting****(3 Cr.)**

OCICU course (Regis University, ACC 4400). This course is an in-depth study of cost and management accounting procedures and techniques.

**AC 365 Cost Accounting****(3 Cr.)**

OCICU course (St. Leo University, ACC 331). A study of relevant costs for managerial decision-making. Includes cost accounting fundamentals used in managerial control functions.

**AC 367 Auditing Principles and Procedures****(3 Cr.)**

OCICU course (Regis University, AC 4800). Studies auditing principles and objectives in relationship to auditing standards and procedures.

**AC 369 Auditing****(3 Cr.)**

OCICU course (St. Leo University, ACC 411). Principles and procedures of internal and public auditing. Includes the ethics, responsibilities, standards, and reports of auditors.

**ADM 407 Finance for Managers****(3 Cr.)**

OCICU course (St. Leo University, MGT 325). An introduction to the principles of corporate financial management. The principles apply also to other forms of business, governments and non-profit organizations. The time value of money is emphasized in investments of real or financial assets. Planning for current assets and liabilities and long-range capital is covered. Risk and expected values (statistics) are used in the planning and assessment of investments. Also, the knowledge of different kinds of markets is described along with some financial theories.

**ASB 206 Principles of Accounting I****(3 Cr.)**

OCICU course (St. Leo University, ACC 201). An introduction to the preparation and use of accounting information found in financial statements. Topics include the analysis of transactions and accounting for assets, liabilities, revenues, and expenses. This course takes a user perspective in which interpretations of financial statements for measuring performance and making business decisions are emphasized.

**BL 200 Human Ecology****(3 Cr.)**

OCICU course (St. Leo University, SCI 120). We individual humans, as well as all of human civilization, are totally interdependent with the global ecological system dependent upon clean air, pure water, a stable climate, healthy forests, healthy grasslands, healthy ocean ecosystems, and fertile soil with its teeming microscopic life. Individual humans and human civilizations are subject to the laws of physics, the rules of chemistry and ecological principles there are no exceptions! In what ways do we humans depend upon the ecosystems of Earth? In what ways does human society affect the ecosystems of Earth? What can we learn from nature's laws about how to live on Earth sustainably? What is a healthy human ecology? What is the future of human civilization and its relationship to the ecosphere?

**BL 214 Energy and Its Impact on Global Society****(3 Cr.)**

OCICU course (St. Leo University, SCI 210). As an introduction to the physical principles behind energy use and its effects on our environment, this course examines different energy resources worldwide, explores the scientific principles of energy generation, and investigates the environmental and economic consequences of its use.

**BL 409 Science and Environment****(3 Cr.)**

OCICU course (Regis University, SCI410E). Course will explore various aspects of the environment through scientific inquiry and application of scientific knowledge to understand and preserve natural resources.

**BU 227 Technical and Report Writing****(3 Cr.)**

OCICU course (Heritage University, ENG351-HU). English 351 helps you gain the skills needed to collect, analyze and organize information and data for the preparation of technical and business reports. Practice in writing will be typical of that required in all disciplines and commonly used in the professional and business communities.

**BU 232 Business Information Systems****(3 Cr.)**

OCICU course (St Leo University, COM 327). This course is an introduction to management information systems, the five components to Business Information Systems, and their strategic role in supporting and transforming modern organizations and management activities. Topics include: role of information systems in business; fundamentals of information technology - hardware, software, communication and computer networks, databases and enterprise systems; ethical issues in the information age, as well as issues of globalization, social impact, privacy, and security.

**BU 233 Business Law I**



**(3 Cr.)**

OCICU course (St Leo University, GBA 231). The U.S. legal system (constitutional framework), the judicial system, the administrative agency system, the legal theory of the organization (agency law, forms of organization), an organization's legal obligations (torts, contracts, common law, and the Uniform Commercial Code), and public law (employment, securities, antitrust, consumer and environmental protection) are reviewed.

**BU 295 Principles of Marketing****(3 Cr.)**

OCICU course (St Leo University, MKT 301). An introductory course focusing on the marketing of goods, services and ideas incorporating strategic and tactical planning, pricing, integrated communications, product management and supply chain. Special emphasis is placed on applying marketing concepts and principles to real world, executable activities.

**BU 296 Marketing Principles****(3 Cr.)**

OCICU course (Regis University, BA3400). Determines how marketing decisions centered on customer needs impact the strategic success of an organization. Effective integration of the marketing mix (4P's) and the ethical role of marketing decisions are analyzed.

**BU 297 Principles of Marketing****(3 Cr.)**

OCICU course (Mercyhurst University, MKTG162). A broad study of the field of marketing from a managerial and analytical perspective. Emphasis is on demand analysis, need satisfaction, strategic planning, product development, distribution channels, promotions, and price, determination.

**BU 298 Integrated Marketing Communication****(3 Cr.)**

OCICU course (St Leo University, MKT 310). This course provides an introductory understanding of integrated marketing communication and promotion, including strategic planning and tactical execution of a communications plan. Emphasis is on developing and launching an integrated communications, branding, and advertising plan targeting multiple segments and employing both traditional and new media.

**BU 300 Personal Selling****(3 Cr.)**

OCICU course (St. Leo University, MKT 308). The course provides the foundation for successful selling concerning legal issues, preparation, prospecting, approach, presenting, closing, and follow-up. Consumers, purchase decisions, interpretation of body language, and overcoming objections are studied.

**BU 305 Marketing Research****(3 Cr.)**

OCICU course (St. Leo University, MKT 324). This course details how to undertake primary and secondary research for exploratory, descriptive, and causal research. It details questionnaire design, measurement scales, sampling procedures, sample size estimation, sampling and non-sampling error, data collection, editing, analysis, and synthesizing the data into a cogent report.

**BU 313 Management of Human Resources****(3 Cr.)**

OCICU course (Regis University, BA 4252/BA 452). Examines the nature and challenge of personnel management from mechanics to social responsibility, the organization of a work force, and the development and management of human resources. Studies creating a favorable work environment including management and labor relations, remuneration, and security for employees.

**BU 316 Business Finance****(3 Cr.)**

OCICU course (Regis University, BA 4100/FIN 400). Introduces major topics in managerial finance essential for understanding how financial managers acquire and manage a firm's assets and how they finance these assets through debt and equity sources.

**BU 318 Management Essentials****(3 Cr.)**

OCICU course (Regis University, BA 3366/BA 366). This course examines managerial principles, theory, practices and problems applicable to a variety of modern organizational settings and conditions. Specific techniques, trends and skills relating to each of the managerial functions will be explored.

**BU 319 Strategies of the Business Sales****(3 Cr.)**

OCICU course (University of the Incarnate Word, MKT 3335). Cognitive Element / Thematic Expectations / Skills Developments 1. Introductory course exposing the practices used in managing a sales force effectively and efficiently. 2. Topics include organizing, recruiting, training, personal selling, compensation and motivation of the sales force. 3. Additional topics include forecasting, territory design, evaluation and more. B. Requirements essential to the course 1. Ability to utilize on-line communication tools 2. Good reading comprehension ability 3. Ability to relate and apply personal/professional experiences to the material presented.

**BU 321 Organizational Learning****(3 Cr.)**

OCICU course (University of the Incarnate Word, ORGD4330). This course examines models, theories and practical application of the way an organization learns and adapts to internal and external change, including how to learn from experience, and how knowledge management enhances organizational effectiveness.

**BU 322 Business Finance****(3 Cr.)**

OCICU course (University of the Incarnate Word, FIN 3321/BFIN 3321). Basic financial concepts employed by management. Emphasis is on the decision-making processes followed by corporate financial managers. Students will understand and apply the topics including the time value of money, financial planning, capital budgeting, cost of capital. The course is designed to introduce students to theories and practices of financial management, specifically: analyzing financial statements, time value of money, stock and bond valuations, and capital budgeting.

**BU 324 Corporate Finance****(3 Cr.)**

OCICU course (Felician University, FIN 300). This course examines the role of managerial finance, the financial market environment, the time value of money, interest rates, and bond valuation. Topics include evaluation of risk and value; capital budgeting, cost of capital, capital structure, and dividend policy; financial planning and long-term financing; short-term financial planning, cash management and audit management. Also included is the study of mergers and acquisitions, pension plans, and international corporate finance.

**BU 326 Strategic Leadership****(3 Cr.)**

OCICU course (Regis University, BA 410) This course examines strategic leadership through discussion of vision, mission and values. It looks at how a clear, compelling vision can move individuals and organizations toward desired goals. Students will evaluate strategies that translate vision and mission into action. This course also exposes students to the essential elements of an effective learning organization which could be considered a strategic leadership approach to creating a more effective organization to meet the needs of the future and today.

**BU 337 Business Law II****(3 Cr.)**

OCICU course (St Leo University, GBA 332). This is an advanced course in the legal aspects of the banking system, an in-depth analysis of the Uniform Commercial Code, financial instruments, bankruptcy, creditor-debtor relationships, and securities regulation.

**BU 341 Global Business Issues****(3 Cr.)**

OCICU course (Regis University, BA 335/EC 335). This course assesses global impacts from historical, cultural, social, economic, government, and business perspectives, and analyzes how changes affect decision making, ethical and justice concerns. This course studies the exponential growth in international trade and explains the phenomenon known as "globalization". Although both loved and hated, globalization is here to stay as countries and economies have greater

economic, political, technological and cultural interdependence. This interdependence has meant that national boundaries are becoming less important in business, as products are produced for a global market place. The course examines the impacts of politics, social structure, economics, government regulation and culture on international business affairs, and how these factors affect decision making. Ethical considerations must be considered as companies expand outside their own borders to ensure that the best practices of social justice are maintained regardless of physical location. The course will give the students the knowledge and tools to evaluate a foreign market and weigh its potential for international expansion including assessing political and economic risk, market attractiveness, and any barriers to entry that may be raised by government or culture.

### **BU 342 International Business**

**(3 Cr.)**

OCICU course (St. Leo University, GBA 440). A global perspective that educates students and professionals on the key issues facing international business managers as well as the strategies to operate and manage successfully multinational companies. It provides the tools and knowledge on how to use marketing, finance, operations, human resources, accounting, and logistics to create a sustainable competitive advantage. Basic theoretical principles are combined with real applications to demonstrate how they should be applied in the global business arena.

### **BU 343 International Business**

**(3 Cr.)**

OCICU course (Felician University, MGT 410). This course explores the behavioral patterns of business activity influenced by national borders and different institutional environments. A comparative study of national environments provides a sound basis for discriminatory application of management theory. The international monetary systems, regional trade groups, home and host country policies in trade and international investments are examined.

### **BU 347 Global Marketing**

**(3 Cr.)**

OCICU course (University of the Incarnate Word, MKT 3361). The topics to be reviewed include the nature of global marketing, the cultural environment of global markets, assessing global market opportunities, and developing and implementing global strategies. Course outcomes can be assessed using one or more of the following methods: exams, written case analysis, PowerPoint presentations, online participation on Blackboard, verbal class participation and attendance. Research tools essential to the course: WWW and Internet research skills.

### **BU 351 Consumer Behavior**

**(3 Cr.)**

OCICU course (St Leo University, MKT 383). This course studies consumers' purchase and consumption patterns and their implication on marketing decisions. The consumers' decision process is detailed, including need recognition, search, pre-purchase evaluation, consumption, and satisfaction, with an emphasis on individual consumer differences, the psychological process, and environmental influences.

### **CA 107 Interpersonal Communication**

**(3 Cr.)**

OCICU course (Regis University, COM310). Studies interpersonal aspects of communication. Introduces concepts and related skills that define communication in a variety of face-to-face contexts. Includes models of communication, language and meaning, nonverbal and verbal communication, perception, conflict and establishing positive human relationships via communication.

### **CA 109 Fundamentals of Speech**

**(3 Cr.)**

OCICU (St Leo University, SPH221). Study of the fundamental principles of public speaking, including practice in the preparation and delivery of extemporaneous speeches.

### **CA 333 Intercultural Communication**

**(3 Cr.)**

OCICU course (Regis University, COM 400). In this course, you will study how cultural perspectives affect communication including an examination of intra- and inter-cultural phenomena.

### **CA 341 Professional Communication Strategies**

**(3 Cr.)**

OCICU course (Robert Morris University, CSCM 2040). This course assesses the degree to which students have succeeded in achieving the goals of the lower-division of the Communications Skills Program. By reviewing and synthesizing the topics and skills covered in the previous four courses, by providing continued practice in all of the communications skills, and by introducing the different communication practices of various disciplines and careers, CSCM 2040 emphasizes the integrated nature of the Communications Skills Program and the importance of communications skills for a successful life and career. This course explores further the need to adapt communications to the expectations of various audiences and emphasizes the completion of standardized assessments in the various communications skills. The course bridges Communications Skills CSEN1010-CSCM2040 and communications intensive courses in the various disciplines, and the conceptual integration of the communications issues and skills taught in all five courses. Successful completion of this course is necessary for students to enroll in communications-intensive courses.

### **CS 316 Introduction to Discrete Mathematics**

**(3 Cr.)**

OCICU course (Regis University, MT 320). Introduces mathematical tools used by computer scientists with an emphasis on developing problem solving abilities. Topics include: machine logic, set theory, Boolean algebra, mathematical induction, and data structures.

### **EC 207 Introduction to Microeconomics**

**(3 Cr.)**

OCICU course (University of Incarnate Word, ECN 2302). Market theory includes demand, supply, price/quantity equilibrium, and changes in equilibrium.

Elasticity of demand. Efficiency, distribution and production costs. Market structures include Pure Competition and Monopoly, and an evaluation of their effects on society taking into account both efficiency and distribution. Resource markets include wage determination. Special topics determined by the professor. Students develop skills in conducting market analyses of current events, and in deriving policies for dealing with them. Awareness of domestic and global social issues, and the role of business in solving them. Requirements essential to the course: Read selected sections of the text.

Answer selected end-of-chapter study questions, including selected Internet questions. Class presentations.

### **EC 208 Principles of Microeconomics**

**(3 Cr.)**

OCICU course (Regis University, EC 3300). This introductory course in microeconomics introduces students to basic theories, models and applications. These include the principles of supply and demand, the theory of the firm, consumer choice, market structures, market failures, basic policy analysis, and a discussion of international trade issues. Students will gain a general understanding of basic microeconomic principles and how these principles are applied to public policy issues and real-world phenomena.

### **EC 209 Macroeconomics**

**(3 Cr.)**

OCICU course (University of the Incarnate Word, ECN 2301). Introduction to economics and the economy. Monetary and fiscal policies of the Federal government as means of achieving full employment without inflation. Alternate macroeconomic approaches to current issues.

### **EC 210 Principles of Macroeconomics**

**(3 Cr.)**

OCICU Course (Regis University, EC 3200). Introduces macroeconomics, emphasizing the forces that determine the level of national product and national income, and the fiscal and monetary policies that are designed to influence their level. Explores the areas of public finance, money and the banking system, economic growth and international trade.

### **EC 342 Analysis of Global Business Opportunities**

**(3 Cr.)**

OCICU (University of the Incarnate Word, GLB 3331). Analysis of business opportunities and political climates, trade barriers, government incentives, currency flow and financial systems and trade practices. Emphasis on current issues and readings.

### **EN 106 Academic Writing I**

**(3 Cr.)**

OCICU course (St Leo University, ENG 121). The techniques of effective writing, logical thinking, and intelligent reading, with special emphasis on expository writing. To ensure competence in oral communications, a speech component is included.

**EN 209 Love and Desire in Literature**

**(3 Cr.)**

OCICU course (St. Leo University, ENG 210). A study of representations of love and desire in literature and their various manifestations in different time periods and cultures. Students will learn and apply basic tools of literary analysis while considering larger questions about the nature of love and desire.

**HRM 452 Occupational Safety, Health and Security**

**(3 Cr.)**

OCICU course (St Leo University, HRA 330). The course is designed to identify key occupational health, safety, and workplace security theory and concepts. Legal and regulatory issues affecting health-related programs and policies and employers' liabilities. Current practices are reviewed.

**HS 112 Western Civilization to 1500**

**(3 Cr.)**

OCICU course (St. Leo University, HTY 123). A survey of the principal movements, events, ideas and personalities in the Western World from ancient times to 1500.

**HS 114 Immigration: The Changing Face of America**

**(3 Cr.)**

OCICU course (St Leo University, HTY 110HA). An exploration of immigration to the United States centered on the nineteenth and twentieth centuries with reference to earlier waves of immigration, internal migratory patterns, and current issues related to immigration. This course also examines the countries from which immigrants have come to the United States and the social, political and economic factors that have contributed to immigrants' decisions to leave these countries.

**HS 244 History of US Since 1865**

**(3 Cr.)**

OCICU course (Regis University, HS 224). U.S. History since 1865 is a survey course tracing American history from the virulent Reconstruction Era which followed the American Civil War to the cross-currents of the present-day.

**HS 267 The Modern Middle East**

**(3 Cr.)**

OCICU course (St. Leo University, HTY 233). A study of the social, political, religious and economic forces present in the modern Middle East, with emphasis on the period since World War I, Arab-Israeli conflict, and oil. Prerequisite: MAT students only.

**MGT 310 Human Resource Management**

**(3 Cr.)**

OCICU course (Felician University, MGT 310). This course discusses the theory and practice of personnel management in business and public organizations. It emphasizes the formulation and application of personnel policies, procedures, and practices, particularly concerning employment, wage and salary administration, training and development, employee and labor relations, performance evaluation, termination, promotion, compensation, pensions, and benefits. Additionally, this course will examine ethical and legal decisions within the framework of human resource management, while giving students the opportunity to apply learned practices and procedures to factual situations from the real world of business.

**MGT 439 Organizational Behavior**

**(3 Cr.)**

OCICU course (University of the Incarnate Word, MGT4355). Presentation of theory and research in OB combined with experiential exercises to develop students' ability to take responsibility for making and living with decisions about their behavior. Awareness of the realities of organization interdependencies and their consequences for individuals. Focus is on modifying behavior and predicting the effects upon productivity, satisfaction, and development of individuals as members of the business unit.

**MGT 458 Organizational Training and Develop**

**(3 Cr.)**

OCICU course (St Leo University, HRA 340). Theory and technology of organizational training and development are studied. Learning theory and its applications to training, methodology for training, evaluation, and forces shaping future training and development needs are included.

**MT 117 College Algebra  
(3 Cr.)**

OCICU course (St. Leo University, MAT 151). Topics include solving higher order polynomials and inequalities, graphs and zeros of functions, operations on functions, graph transformations, polynomial and rational functions, inverse functions, logarithms, and exponential functions.

**MT 122 Statistics I  
(3 Cr.)**

OCICU course (Felician University, MATH122). This introductory course covers descriptive statistics and the fundamental concepts of inferential statistics. Topics include populations, sampling, measures of central tendency and variability, probability, binomial and normal distributions, standard scores, confidence intervals, hypothesis testing, analysis of variance, and linear regression and correlation.

Notes:

Summer = 6 and 8 week sessions Fall = 8 and 16 week sessions Spring = 8 and 16 week sessions

**MT 213 Calculus I  
(4 Cr.)**

OCICU course (Regis University, MT 360). Treats standard topics of single variable calculus including limits, continuity, derivatives, applications of derivatives, and elements of integration.

**MU 118 Spirituals to Rock and Roll: The Story of How American Popular Music Conquered the World  
(3 Cr.)**

OCICU course (St Leo University, MUS110CL). In this course, students will explore the development of American popular music beginning with its roots in African American slave music, continuing through minstrelsy, vaudeville, Tin Pan Alley, American Musical Theatre, Blues, Jazz, Rock and Roll, Alternative, and Hip Hop. Students will practice critical listening skills as they are exposed to many genres of popular music and will explore the social, economic, and philosophical paradigms that gave rise to each genre in the American experience of music.

**PL 100 Introduction to Ethics  
(3 Cr.)**

OCICU course (Robert Morris University, PHIL 2000). This course examines major ethical theories and their implications. Students learn the basic concepts of utilitarian, deontological, and virtue ethics as well as modern responses to comprehensive ethical theories including ethical egoism and relativism. In addition to learning the basic concepts, students will analyze popular cultural narratives, including plays, news stories, advertisements, and movies as illustrations of the major ethical theories.

**PL 105 Thinking and Doing Ethics  
(3 Cr.)**

OCICU course (St Leo University, PHI210RS). The purpose of this course is to draw on a set of proposals concerning right action and good character that have been developed over two millennia and across various cultures in order to stimulate deliberation and mindful action. The course will emphasize comprehension of the right and the good through active deliberation about concrete situations. It will also provide participants with the option to reflect on the right and the good in their personal activities.

**PS 109 Psychological Well Being: How to Be Sane in an Insane World  
(3 Cr.)**

OCICU course (St Leo University, PSY110HA). This course uses psychological approaches to physical, cognitive, and emotional well-being. The scientific method will be used as a lens to view adjustment issues. Topics include personality and self-development, positive psychology, sex and gender, and relationships. Emphasis is on application via personal assessment and stress management techniques.

**PS 189 Lifespan Development**

**(3 Cr.)**

OCICU course (Regis University, PY 469), Addresses human developmental stages from the perspectives of major theories of development-cognitive, learning, humanistic, and psychoanalytic.

**PS 191 Developmental Psychology****(3 Cr.)**

OCICU course (St Leo University, PSY 325). A survey of the major areas in human development with an equal emphasis placed on child, adolescent and adult development. The course examines developmental changes over the entire life span and the processes underlying these changes. All major areas are reviewed including biological, cognitive, language, personality, emotional, moral, social, and career development.

**PS 255 Military Psychology****(3 Cr.)**

OCICU course (St. Leo University, PSY 336). This course provides a survey of the major areas in military psychology. Principle topics covered are: leadership training, information warfare (persuasion and propaganda), human factors engineering, selection, classification and assignment, optimizing human performance under adverse conditions, ethnic diversity and gender issues, clinical and consulting activities and careers in military psychology. The course introduces the student to the application of psychological principles, theories and methods to the military environment.

**PS 274 Multicultural Issues****(3 Cr.)**

OCICU course (University of the Incarnate Word, PSYC 3385). This survey course examines how psychological theory applies in multicultural contexts. The course also examines professional and social issues of psychotherapy, including ethics and public policy. This is a writing intensive course.

**PS 281 Health Psychology****(3 Cr.)**

OCICU course (Regis University, PY 415). Focuses on the relationship between psychological processes and physical health. Emphasizes the biopsychosocial model, health promoting and risk-taking behaviors, and the development of and adherence to health behavior intervention programs.

**PS 285 Introduction to Forensic Psychology****(3 Cr.)**

OCICU course (St. Leo University, PSY 330). Forensic psychology is the application of the science and profession of psychology to questions and issues relating to law and the legal system. This course will introduce students to the specialty area of forensic psychology. Particular emphasis will be on the applied aspects of the field.

**PS 300 Interviewing and Counseling Skills****(3 Cr.)**

OCICU course (St. Leo University, PSY 331). This course provides students with a basic framework of skills in the area of interpersonal communication for use in clinical settings and in a wide spectrum of human service settings.

**PS 331 Industrial and Organizational Psychology****(3 Cr.)**

OCICU course (St. Leo University, PSY 338). This course examines both sides of industrial and organizational psychology to include an overview of legal issues in employee selection, job analysis, research design, selection tools, performance evaluation, designing and evaluating training, employee motivation and satisfaction, as well as leadership and other organizational development issues.

**PY 110 Astronomy****(3 Cr.)**

OCICU course (University of the Incarnate Word, GEOL1415). The course is designed for those students who desire to learn about important concepts and discoveries in astronomy, especially on topics such as the solar system, the nature and evolution of stars, and cosmology.

**PY 205 Physical Geology****(3 Cr.)**

OCICU course (Regis University, SCI 205E). Introduces physical geology, earth materials, history of the earth, geophysics and geochemistry. Examines the topography and structural features of the earth and the geological processes involved in their development.

**PY 206 Physical Geology Lab  
(1 Cr.)**

OCICU course (Regis University, SCI 206E). Lab section--Introduces physical geology, earth materials, history of the earth, geophysics and geochemistry. Examines the topography and structural features of the earth and the geological processes involved in their development.

**REL 216 Comparative World Religions  
(3 Cr.)**

OCICU course (Felician University, RELS301). The aim of this course is to learn about the religious diversity of the world and to develop attitudes of understanding and respect for the beliefs and practices of others. Special attention will be given to the relationship between Roman Catholicism and the other major world religions.

**REL 399 Religion and Culture: Key Topics  
(3 Cr.)**

OCICU course (Regis University, RC 400B). Examines key topics in the study of religions (e.g. gender, new religious movements, mysticism and spirituality and myth and ritual) and religions in the modern world (e.g. politics, economics, environment, science, and media).

**REL 447 Spiritual Life and Growth  
(3 Cr.)**

OCICU course (Regis University, RC471-RU). Drawing upon sacred literature, practices, and the wisdom of spiritual experiences, you will examine your relationship with the sacred and your commitment to the human enterprise.

**SC 207 Marriage and the Family  
(3 Cr.)**

OCICU course (St. Leo University, SOC 324). An interdisciplinary, historical, and cross-cultural study of marriage and the family with major emphasis given to an examination of public policy issues regarding U.S. family life.

**SC 215 Social Interaction in Everyday Life  
(3 Cr.)**

OCICU course (St. Leo University, SOC 332). An examination of how individuals interact in interpersonal, work and family situations. Furthermore, an examination of the effects of culture and social structure upon the behavior, thoughts and identities of individuals including a consideration of how the individual exists in society and how society exists in the individual.

**SC 231 Death and Dying  
(3 Cr.)**

OCICU course (Regis University, RC400G-RU). This course focuses on historical and contemporary attitudes and rituals, spiritual and religious beliefs and social and ethical concerns interculturally in regard to dying, death, life-after-death, and related issues. Basic beliefs in major world religions are presented as a foundation for the student's critical examination of their personal, moral and ethical convictions around end-of-life issues, as well as for exploration of their cultural and personal experiences of loss, death, and grief.

**SC 348 Medical Sociology  
(3 Cr.)**

OCICU course (St Leo University, SOC 348). A critical examination of health, illness, and healthcare from a sociological perspective, the course examines how health, disease, and treatment are socially defined; how social stratification of race, class, gender, and age affects health and illness; and how power influences the structure of healthcare and healthcare professions. In addition to physical illness, the course includes mental health and disability. Issues are considered from a US and global perspective.

**SC 349 The Sociology of Aging  
(3 Cr.)**



OCICU course (St Leo University, SOC 349). A critical examination of aging and the life course from a sociological perspective. The course examines how aging and the life course are socially defined; how social stratification of age affects health, illness, caregiving, and choices/chances in the life course; how power influences aging as well as the social and economic outlooks of an aging society; and explores current issues of entitlement, retirement, end of life, and stratified life course experiences. Issues are considered from a US and global perspective.

### **SMS 438 Systems Analysis and Design**

**(3 Cr.)**

OCICU course (Regis University, CIS 325). Studies the analysis and design of computer based information systems. Considers transformation processes and comprehensive design. Includes advanced technology, emphasizing expert and knowledge-based systems. Considers human resources, communications and technology in a systems framework.

### **SMS 442 Database Management**

**(3 Cr.)**

OCICU course (Regis University, CS 445). Introduces core concepts in data management. Students identify organizational information requirements, convert conceptual data models into relational data models, apply norm. Introduces core concepts in data management. Students identify organizational information requirements, convert conceptual data models into relational data models, apply normalization techniques, and utilize an Oracle relational database management system.

### **SPN 103 Elementary Spanish II**

**(3 Cr.)**

OCICU course (University of Incarnate Word, SPAN 1312). This course introduces students to fundamentals of Spanish, with emphasis on developing listening comprehension and speaking skills. It includes activities for developing abilities in speaking, reading and writing.

# ADMINISTRATION AND FACULTY INFORMATION

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